

San Joaquin First 5

Parent Feedback on Programs & Services for  
Children, Ages Prenatal-5

March 2003

*Submitted by Lang & Associates, Inc.*

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## Executive Summary

Three years ago, surveys were distributed and focus groups were held to obtain baseline information about what parents and child care professionals in San Joaquin County felt was “needed to raise healthy, happy children”<sup>1</sup>. Based on this knowledge and research-based promising practices, the San Joaquin Children and Families Commission (First 5 San Joaquin) developed a strategic plan and have begun instituting programs and services based on the strategic plan. This project is to ascertain, again from parents and professionals, what services they have used and found useful, what services they now think are needed, what the ‘perfect’ community center would look like, what barriers they have experienced when attempting to access programs and services, who they turn to for information and what is the best way for parents to receive information.

Parent focus groups, surveys and interviews occurred over a two and a half month period, from January 2<sup>nd</sup> to March 10<sup>th</sup>, 2003. The diversity of groups and individuals included parents of preschool special needs children, parents of developmentally delayed children, parents with children in the gifted and talented education, teen mothers, parents with only preschool children and parents with children ranging from prenatal to 5. There were also focus groups of early childhood educators and interviews with local business people, middle and upper income parents and early childhood professionals.



There were:

- 135 participants from 12 parent focus groups
- 51 participants from two early childhood educator groups
- 16 individual interviews
- 15 surveys from State preschool parents
- 20 surveys from Hmong parents
- Seven surveys from parents of preschool special needs children
- 597 surveys from Head Start parents

A total of 841 parents and educators were involved, representing 1,262 children, ages prenatal -5. The parent feedback process, conducted by Harder+Company, in January & February 2000, had a similar level of input from parents

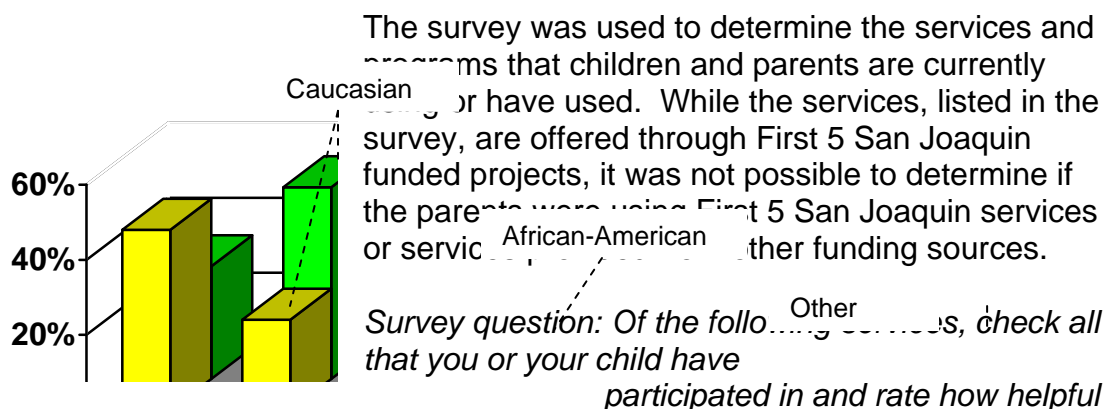
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<sup>1</sup> Harder+Company Community Research, June 1, 2000, *San Joaquin County Children and Families Commission – Strategic Plan Appendix C:1*.

representing 1,300 children<sup>2</sup> and in 2002, focus groups of professionals were conducted with 62 participants.<sup>3</sup>

The array of parents included a geographic scattering from Delta Island, Escalon, Holt, Lathrop, Linden, Lodi, Manteca, New Hope, New Jerusalem, Stockton, Thornton, Tracy, Woodbridge and other unincorporated areas. An ethnic breakdown from all data sources (focus groups, surveys, interviews) is compared to San Joaquin County's general population. See Figure 1 below.

Figure 1. Ethnicity of All Participants Compared to San Joaquin County Population Ethnicity



the service was.

A five-point Likert scale survey directed parents to select services their children participated in and to rank those services from 'not helpful' to 'completely \*helpful'. See sample survey - Attachment O, page 74.

The top five services used were:

- Preschool education,
- Home visits,
- Physical exams for child,
- Child car seat safety classes and
- Screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age.

Services that were ranked as 'very helpful' and 'completely helpful' were:

- Preschool education,

<sup>2</sup> Harder+Company Community Research, June 1, 2000, *San Joaquin County Children and Families Commission – Strategic Plan Appendix C*.

<sup>3</sup> Harder+Company Community Research, February 2002, *San Joaquin County Children and Families Commission – Appendix B: Focus Groups Findings, p. B-1*.

- Physical exams for children,
- Screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age,
- Child car seat safety classes, and
- Water safety classes.

The services that were ranked as ‘not helpful’ were:

- Smoking cessation,
- Substance abuse prevention, and
- Domestic violence classes.

*Survey question: What services do you need to help your child be healthy and ready for school?*

The two services that were requested by all three data sources (focus groups, interviews, surveys) were parenting classes and preschool education. Support for grandparents raising children was mentioned from all three sources, but only in the top five for the interviews. The 2000 census notes that there are 6,666 grandparents in San Joaquin County who are responsible for grandchildren.<sup>4</sup> See Table 1, next page.

Table 1. Comparison of Prioritized Program and Service Needs for Children, Prenatal -5

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<sup>4</sup> U.S. Census Bureau, Census 2000. Table DP-1. Profile of General Demographic Characteristics: 2000. Geographic Area: San Joaquin County, California.

Surveys	Focus Groups	Interviews
Parenting skills classes	Child care	Assistance in finding child care
Health care services	Enrichment activities	An increase in the number of quality preschool programs
Preschool education	Safety issues	Programs that increase values of a strong work ethic and importance of education
How to read to children	Developmental/educational activities	Parental knowledge of developmental stages
Screening of children to determine proper development	Parenting classes	Support for grandparents
Child abuse awareness	Preschool education	

*Survey question: If you were to help plan the perfect community center, what would it look like? What services would it provide?*

Both survey and focus group results showed a strong desire to keep kids occupied while they are away from or not yet in school and again, the need for classes for parents, to include knowledge about child development, discipline, general parenting skills, English as a Second Language, lead poisoning prevention and household budgeting. The 2000 census states that there are 44,960 children under the age of 5 in San Joaquin County and yet there are only 9,245 children (21%) enrolled in a nursery or preschool.

Other services noted for the perfect community center were: child care; health services; affordable, quality preschool; and employment training for parents.

Table 2. Comparison of Components of a Perfect Community Center

Surveys	Focus Groups
After school programs/keep kids off the streets	Quality Preschool education
Child Care	Variety of parent classes, such as discipline, ESL, household budgeting, etc.
Health Services	Enrichment activities for children, such as dance, drama and sports
Parenting Classes	Employment training for parents

*Survey question: What makes it difficult for you and your child to receive services?*



The two common barriers were 1) the lack of knowledge about services and 2) lack of appropriate language in print and interpretation services. A lack of transportation was a frequent reply for both survey and focus group respondents – it was not an issue during the interviews as a majority of the interview participants are from mid- to upper income levels. The 2000 census states there are 17,247 (9.5%) households are without a car and 58,417 (32.2%) households with one vehicle. A two parent family with one income would then leave 41.7% of all households without transportation during the day and a higher percent among low-income households. The least frequently mentioned barrier was ‘services being available only while I am working’.

Table 3. Comparison of Barriers to Access of Programs and Services for Children, Prenatal-5

Surveys	Focus Groups	Interviews
Not knowing about services	Lack of transportation	Services only available while I am working
Not in my language	Lack of appropriate language and interpretation services	Knowledge of services
Not enough money for services	Lack of knowledge about available services	Lack of quality preschool education programs
Services only available while I am working		Lack of appropriate language and interpretation services
Lack of transportation		

*Survey question: Who do parents most often turn to for information?*

Teachers predominantly are whom parents seek out for information. The exception was the Hmong population who chose a family member. See the following table.

Table 4. Comparison of Who Parents Turn to for Information from Survey Data

Head Start	State Preschool	Hmong	Preschool Special Needs
Teacher	Teacher	Family member	Teacher
Family member	Neighbor		Neighbor
Neighbor			

*Survey question: What is the best way for parents to receive information about services?*

School fliers are the preferred source of information, followed by public TV announcements and newspapers. While teachers and school administrators may sometimes wonder about the efficacy of school fliers, parents overwhelmingly noted that is what they rely on for information about services and programs. This finding could be distributed to currently funded First 5 San Joaquin contractors to encourage partnering with the elementary schools in the geographical area of targeted clients to disseminate information.

A common weakness of community based organizations and public agencies, is the minimal level of outreach or marketing of programs and services. Traditionally it was viewed as inappropriate to 'market' services and therefore the culture of these organizations does not support recruitment of employees with marketing skills. Public agency and community-based organization budgets are much smaller than their business counterparts and therefore fail to often inform or entice possible participants. While this is beginning to change, this gap should be examined

The other two sources of information were public TV announcements and newspapers – both of these have limits on language, although there is a limited distribution of newspapers in different languages.

Table 5. Comparison of the Best Way for Parents to Receive Information about Program & Services

<b>Head Start</b>	<b>State Preschool</b>	<b>Hmong</b>	<b>Preschool Special Needs</b>
School fliers	School fliers	School Fliers	School Fliers
Parent meeting	Public TV announcements	Public TV announcements	Newspapers
Child care center staff	Newspapers	Newspapers	Child care center staff
Public TV announcements			Church or other faith organization staff
			Parent meetings

The feedback (focus groups, interviews, surveys) from parents of young children, coupled with research-based promising practices, leads to the following implications.

#### Programs & Services:

1. Continue to offer a variety of training for parents:
  - Child development classes
  - General parenting skills
  - English as a Second Language
  - Parent advocacy and involvement, for example, classes on how to contact city leaders, public agencies, etc. re: community needs & issues
  - Prevention and treatment of child lead poisoning
  - Household budgeting
  - Car seat safety and fund car seat distribution
  - Fire safety planning and fund smoke detector distribution
2. Increase opportunities for preschool education and enrichment activities
3. Provide training for community based organizations and public agency staff on working with parents from diverse language, cultural and socioeconomic backgrounds.
4. Translate and distribute the *San Joaquin County Children's Resource Directory* to parents.
5. Fund temporary transportation solutions until Systems #7 below can be addresses. Some of these solutions could include driving lessons for parents, gasoline vouchers and public transportation vouchers.
6. Provide support services specific to grandparents and/or encourage targeted outreach and inclusion of guardian grandparents as part of other funded contracts.

#### Systems:

1. Create and fund a centralized child care provider list that details type of care, location, age(s) of children accepted, hours of operation, contact name, phone number, eligibility qualifications of family, cost and restrictions.
2. Continue to encourage a strong outreach effort to parents for each funded contract, to include delivering information through elementary school fliers and established parent meetings.
3. Provide training on 'marketing basics' for current and future contractors.
4. Create, maintain and fund, possibly as part of the data warehouse project, a centralized staff training calendar that all public agencies, non-profits and businesses can access.
5. Create, maintain and fund, possibly as part of the data warehouse project, a current listing of children's programs and services (electronic *San Joaquin County Children's Resource Directory*)
6. To verify how parents receive information about programs and services, have contractor's ask this question on intake
7. Create a task force to thoroughly address transportation challenges faced by parents.

Policy:

1. Develop policy for contractors that ensures staff competence in language and culture diversity of targeted population(s).
2. Develop policy for contractors that encourages the use of current community centers and other neighborhood meeting areas, which may include faith organizations, local clubs, schools, Resident Housing Authority space, etc.
3. Advocate for and support county/state/federal efforts to ensure adequate, affordable housing, employment and living wages.
4. Play an active support role in identifying and solving community safety issues that affect young children
5. Explore the mental health intake policies – When a depressed mother seeks treatment, are her young children referred to Children's Mental Health?

Some implications include all different components (programs & services, systems and policy) - for example Programs & Services #4, and Systems #5 both address parents' knowledge about available services. Translation and distribution the *San Joaquin County Children's Resource Directory* to parents (Programs & Services #4) would be the first step, while creating, maintaining and funding current listing of children's programs and services (Systems #5) would ensure an ongoing system that would support parents and providers ability to know what services are available.

Lessons learned from this process:

- Parents are eager to be asked to contribute their knowledge and ideas about what will help them and their children. The Parklane Elementary State Preschool parents specifically requested that Commission members were told that the parents appreciated being asked about their children's needs and their perception of community issues.
- More time should be spent giving information about what current programs are being offered, as well as seeking feedback
- Connections between parents and parents and providers were made during many meetings, but could have been better planned. Fliers about an upcoming dental clinic were appreciated by parents.
- Set aside time for parents to share what they have successfully done for their children.

While there was data gathered about services that are still needed, i.e. preschool education and child care, there was not a strong interest in developing more centers or creating more services, but a push to support system changes that would allow parents to learn about current services, decrease the barriers to receiving services, gain an understanding about what their children need and learn how to actively advocate for their needs and the needs of their children.

## Section 1. Review of Literature – Needs & Services for Children, Ages 0-5

### History of Child Development Research – A Snapshot

The role and importance of early childhood began receiving attention with child psychologist Jean Piaget's (1896-1980) early contributions on cognition and stages of development<sup>5</sup>. This knowledge has been enhanced with the socio-cultural theory of Vygotsky, the longitudinal twin study of Emde & Hewitt, the practical parenting applications of L. Berk<sup>6</sup>, and the childhood cognitive development theory of Siegler.<sup>7</sup> Siegler approaches childhood cognitive development as a process of the interaction of variability, choice and change. Erickson conceptualized development as discrete stages, involving a conflict to be solved with a named successful resolution. While Piaget demonstrated that an infant, at the age of nine months, would understand that a hidden object had not disappeared, Baillargeon<sup>8</sup> has shown that an infant, at the age of four months, has this same understanding.

The intensity of research includes cognitive development, physical development, emotional development, sex-typed behavior, moral development, empathy, altruism, and socialization. Cognitive development includes memory, sense of self, sense of competence, language and thought, language acquisition and intellectual development. Research has built a foundation of theories about how children learn to socialize, e.g. learning to take turns appears to have its development in the pattern of parents talking to infants, waiting for the infant to respond with a sound or smile and then talking again.<sup>9</sup>



### Child Development

Emde and Hewitt<sup>10</sup> state that:

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<sup>5</sup> Hunt, M. (1993). *The story of psychology*, New York: Doubleday

<sup>6</sup> Berk, L. (2001). *Awakening children's minds-how parents and teachers can make a difference*. New York: Oxford University Press.

<sup>7</sup> Siegler, R.S., (1996). *Emerging minds-The process of change in children's thinking*, New York: Oxford University Press, Inc.

<sup>8</sup> Baillargeon, R., (1993). The object concept revisited: New directions in the investigation of infants' physical knowledge. In C.E. Granrud(ed.), *Visual perception and cognition in infancy*. Hillsdale, NJ: Lawrence Erlbaum Associates.

<sup>9</sup> Mueller, E., and Lucas, T., (1975). A developmental analysis of peer interaction among toddlers." In Lewis, M., and Rosenblum, L.A., eds. *Friendship and Peer Relations*. New York: Wiley..

“Development consists of change within individuals over time. It involves increasingly organized complexity.”

The old research question of nature versus nurture has been replaced with an acknowledgement of the multiple influences that influence child development. Utilizing a longitudinal study of identical twins (The MacArthur Longitudinal Twin Study), a team of child development researchers discovered:

- A child's personality traits are the result of both an inherent genetic temperament and a process of socialization
- Cognitive, affective, and behavioral components of caring increase with age. Girls scored higher than boys on all components of caring, as well as on self-distress.
- Observed continuity in general cognitive ability from 14 to 36 months can be attributed to both genetic and shared environmental influences.
- Shared environmental influences such as parental responsiveness during the early moments of life may be related to verbal performance in infancy, whereas verbal modeling and demand for child verbalization might influence performance at later ages.
- Females are consistently advanced in expressive and receptive language, as well as in general cognitive ability during the developmental period of 14 to 36 months, except for general cognitive ability at 14 months when males exceed females. (p. 237)
- Receptive language is less inheritable than expressive language



Health factors that effect a child's development:

- Significant deficits in general cognitive abilities in infancy and childhood are found with low birth weight babies.<sup>11</sup>
- Low birth weight can also affect other non-cognitive variables – these children have been shown to be more depressed, have less social acceptance and poorer social skills in grade school.<sup>12</sup>
- Flu vaccine is now encouraged for children 6 to 23 months and women who will be in their second or third trimester of pregnancy during influenza season and people in close contact with high-risk children<sup>13</sup>

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<sup>10</sup> Emde, R.N. & Hewit, J.K. ed. (2001). *Infancy to early childhood-Genetic and environmental influences on developmental change*, New York: Oxford University Press.

<sup>11</sup> McCormick, M.C. (1989). Long-term follow-up of infants discharged from neonatal intensive care units. *Journal of the American Medical Association.*, 261, 2-31.

<sup>12</sup> Hoy, E.A., Sykes,D.H., Bill, J.M., Halliday, H.L., McClure, B.G. & Reid, M.M. (1992). The social competence of very-low-birthweight children: Teacher, peer, and self-perceptions. *Journal of Abnormal Child Psychology*, 20, 123-150.

<sup>13</sup> Flu vaccine encouraged for kids 6-23 months, *Pediatrics*, December 2, 2002.

- Asthma occurred in 4% of children ages 0-4 in year 2000 and is more common in families whose income is below the poverty line (7.2% versus 5.4% in 2000)<sup>14</sup>
- Hearing screening of infants increased to 69% in 2002, yet the infant hearing screening program has been eliminated from the President's FY 2003 budget.<sup>15</sup>

Family and environmental influences, on child development include:

- Children of depressed mothers show more behavioral problems<sup>16</sup>  
Montague & Walkers-Andrews found that infants, as young as 4 months, would look less and less at a mother exhibiting a sad expression or demeanor.<sup>17</sup>
- University of Delaware psychologist, Carroll Izard, Ph.D., an expert on facial expression decoding, states "There's good research that shows that playing emotion-expression games with infants has a lot of good long-term effects, and that it makes for a healthier, more adaptive child in later life."<sup>18</sup>
- Learning heavily depends on a child's stable, consistent relationships with adults and peer<sup>19</sup>
- Early childhood sets the stage for learning by development of their understanding of others, themselves, self-control, conscience development, emotional maturity and relationships with peers.<sup>20</sup>



While much has been learned from the MacArthur Longitudinal Twin Study, we are just beginning to develop an understanding of the role, level of influence of and interconnection of specific environmental mechanisms and genetic factors on child development. The MacArthur Longitudinal Twin Study is going to continue assessment through middle childhood, so more information will be forthcoming.

Some practical preschool parenting guidelines laid out by Berk (2001) include:

<sup>14</sup> Asthma, Child Trends DataBank, [www.childtrends.databank.org](http://www.childtrends.databank.org).

<sup>15</sup> National children's health crisis looms as infant hearing screening rates stagnate for america's number one birth defect: Hearing loss, American Academy of Pediatrics, 2002,

<sup>16</sup> Fergusson, D.M., Lynskey, M.T. & Horwood, L.J. (1993). The effect of maternal depression on maternal ratings of child behavior. *Journal of Abnormal Child Psychology*, 21, 245-269.

<sup>17</sup> Benson, E. (2003). 'Goo, gaa, grr?' – Researchers are still looking for consensus on how and when anger first appears in infants. *Monitor on Psychology*, 34(3), 50-51.

<sup>18</sup> Benson, E. (2003). 'Goo, gaa, grr?' – Researchers are still looking for consensus on how and when anger first appears in infants. *Monitor on Psychology*, 34(3), 50-51.

<sup>19</sup> The Ewing Marion Kauffman Foundation (2002). *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children*. Kansas City: MO.

<sup>20</sup> Thompson, R. (2002). The roots of school readiness in social and emotional development. *Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children*. Kansas City: MO.

- Limiting television viewing to an hour and a half a day
- Spanking often leads to temporary compliance, not behavioral change and can be damaging to a child
- Witnessing marital conflict is linked to hostile behavior and poor emotional adjustment in children, including feeling sad and engaging in aggressive acts
- Experiencing divorce can negatively impact learning and development, in the short and long term
- Engaging in make-believe and play encourages child development <sup>21</sup>

### School Readiness

The National Education Goals Panel describes the five dimensions of school readiness as 1) physical well-being and motor development; 2) social and emotional development; 3) approaches to learning; 4) language development; and 5) cognition and general knowledge.<sup>22</sup> The percentage of three to five year old children with age appropriate cognitive/literacy skills increased only slightly from 1993 to 1999, from 35 to 39% with children living in poverty less likely to be ready.

Classrooms that are centered on individual choice, small group work and literacy experiences that are responsive to children's interest increase the chance of positive learning experiences. Not only has it been discovered that the gender gap in reading and writing closes if learning experiences focus on this style of learning, but that the difference between boys and girls is less pronounced in countries where reading is not stereotyped as feminine.<sup>23</sup> Schools, called communities of learning, that model the old open classroom of the 1980's with more structure and accountability are occurring. These schools reach down and encourage preschool siblings to attend school to begin to connect with the school and build an excitement around learning.<sup>24</sup>

Many different programs, services and philosophies are beginning to take shape. Miami judge, Cindy Lederman, has created a multi-disciplinary team of lawyers, therapists and social workers to protect infants and toddlers in the court system.<sup>25</sup> Her program includes parent support such as transportation, school and job placement, developmental screenings for infants and toddlers, an Early Head Start program and 25 weeks of one-on-one therapy between mothers and

<sup>21</sup> Berk, L. (2001). *Awakening children's minds-how parents and teachers can make a difference*. New York: Oxford University Press.

<sup>22</sup> National Education Goals Panel, 1995. *Reconsidering children's early development and learning: Toward common views and vocabulary*. Washington, DC: National Education Goals Panel. <http://www.negp.gov/Reports/child-ea.htm>.

<sup>23</sup> Barkley, R.A. (1995). *Taking charge of ADHD*. New York: Guilford.

<sup>24</sup> Rogoff, B., Turkkanis, C.G., & Bartlett, L. (2001) *Learning together-Children and adults in a school community*, New York: Oxford University Press.

<sup>25</sup> *A scientific approach to child custody*, March 3, 2003, National Public Radio, [www.npr.org](http://www.npr.org).



their babies based on Dr. Joy Osofsky's guidance. Her team's focus is on preparing children to be successful in school.

The literature review surrounding what a child needs to be successfully prepared for school entrance varies widely with various researchers offering different opinions of the same programs and services.



Haugland found that three- and four-year olds, who used computers to support curriculum, had significantly greater gains in verbal and nonverbal skills, problem solving, abstraction, and conceptual skills.<sup>26</sup> The service needs also vary depending on the population being served. For example, the limited use of computers is suggested as an educational tool<sup>27</sup> for the general population of young children, but a broad use is suggested for the development of young children with disabilities.<sup>28</sup>

Some researchers are now cautioning parents of preschool and school-age children to not overdo on preparing and bombarding children with too many activities "We fill their afternoons and weekends with developmental activities.....Early in the game the child is asked to shift from experiencing life to preparing for it."<sup>29</sup>

So what do children need? A loving, stable environment with caring knowledgeable adults, a safe home environment, a safe neighborhood, quality health care, dental care, sound nutrition, exposure to enriching activities, clean air, clean water, socialization with peers and other adults, educational activities that prepare them for school entry, and screening for developmental, social, mental and physical delays with assistance, as needed. Underlying these needs is an assumption that there is:

- Parent education that incorporates promising practices and current research
- An understanding of what services are needed,
- Knowledge of what services are available,
- An ability to access to services, and the
- Availability of adequate funds and broad public policy to support these endeavors.

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<sup>26</sup> Haugland, S.W. (1992). The effect of computer software on preschool children's developmental gains. *Journal of Computing in Childhood Education*, 3(1), 15-30.

<sup>27</sup> Shade, D.D. (1994). Computers and young children. *Journal of Computing in Childhood Education*, 5(2).

<sup>28</sup> Lisdstrand, P. (2001). *Parents of children with disabilities evaluate the importance of the computer in child development*. JSET E Journal, 16 (2).

<sup>29</sup> Block, P. (2002). *The answer to how is yes-Acting on what matters*. San Francisco: Berrett-Koehler Publishers, Inc., p. 54.

## **Section 2. Project Overview**

Between January 2, 2002 and March 10, 2003, data was collected to determine parent perception of programs and services that are currently being offered to prepare children, prenatal-5, for school. Information was also gathered to establish what parents need to support them to get their children ready for success in school.

This was accomplished by surveys, focus groups and interviews from 841 parents, representing a wide distribution of ethnicity, child groups and county geographics. Surveys were completed by Head Start, Special Education Preschool, Hmong and Stockton Unified School District State Preschool parents. Focus groups were held throughout the county at established parent groups at community centers, schools and public housing offices. Interviews were accomplished in person and by telephone, including parents with middle to upper incomes, professionals working in the field of early care and education and local business people.

Focus groups were conducted and individual parent surveys were dispersed in January, February and March to determine parent perception of current First 5 San Joaquin programs and services: what services they have used and found useful, what services they now think are needed, what the 'perfect' community center would look like, what barriers they have experienced when attempting to access programs and services, who they turn to for information and what is the best way for them to receive information.

These focus groups included a range of parent and children populations, including:

- different income levels
- children in different types of child care and education including home, licensed, licensed exempt, Head Start, State preschool
- gifted and talented education programs
- developmentally delayed and special education
- diverse ethnic backgrounds
- geographical representation of the county - Delta Island, Escalon, Holt, Lathrop, Linden, Lodi, Manteca, New Hope, New Jerusalem, Stockton, Thornton, Tracy, Woodbridge and other unincorporated areas.

Focus group questions were reflected in a survey to reach more parents. All communication, both written and spoken, was ethnically and linguistically appropriate. The survey was translated into Spanish and interpreted into Hmong for the monolingual Hmong families.

A total of 841 parents and educators were utilized in compiling the results. Assuming an average household of responding parents with 1.5 children under the age of 5, the number of children represented in the data gathering process is 1,262 children or 2.8% of the total population (45,659) of children under the age of 5. The majority of data was collected from low-income families,<sup>30</sup> with a child population of 11,049, therefore, data represents approximately 11.4% of the population. See Table 6 below. A similar survey administered in February and March 2000 for the San Joaquin Children and Families Commission received information representing an estimated 1,300 children, ages 0-5.<sup>31</sup>

Table 6. Percent of Children, Ages 0-5, Represented in Feedback Data

	<b>Population Estimate In San Joaquin County</b>	<b>Feedback Data Gathered from this % of Population</b>
All children under the age of 5	45,659	2.7 %
Children under the age of 5, living in poverty	11,049	11.4 %

### Section 3. Survey Results

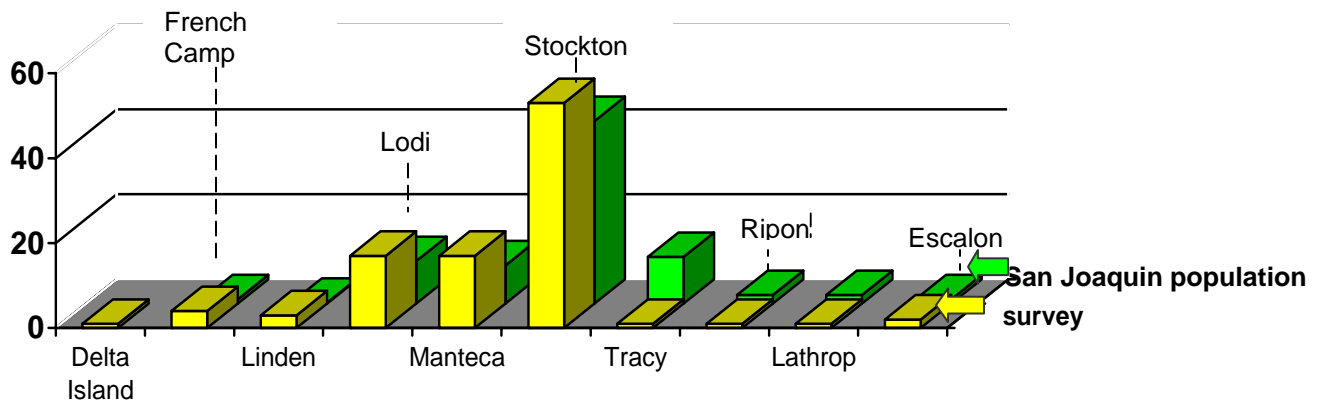
#### A. Head Start Parents, county-wide

Respondent's city of residence was predominantly Stockton, but fairly reflective of the county population. See Figure 2, next page.

<sup>30</sup> Note: calculated using 1999 (most recent) U.S. Census Bureau calculation of 24.2% of ages 0-5 living in poverty

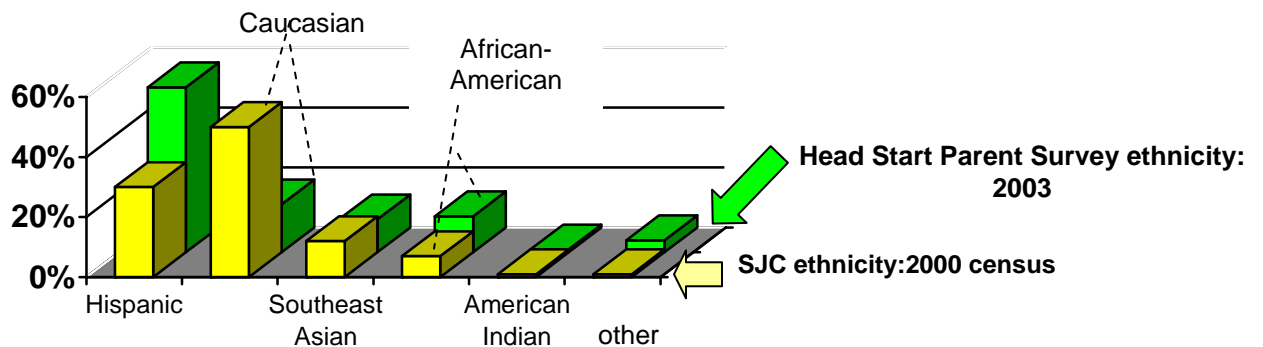
<sup>31</sup> Harder+Company Community Research, February 2002, *San Joaquin County children and Families Commission – Appendices to Strategic Plan for 2002-2005*. Appendix C:1.

Figure 2. Comparison of Head Start Survey Respondents and the General San Joaquin Population



The ethnicity of respondents is noted in Figure 3 with a comparison to San Joaquin County ethnicity breakdown from the 2000 census data<sup>32</sup>.

Figure 3. Comparison of Head Start Survey Respondents Ethnicity (2003) and the General San Joaquin Population: 2000 Census



*Survey question: Of the following services, check all that you or your child have participated in and rate how helpful the service was. (Head Start, total of 597)*

<sup>32</sup> U.S. Census Bureau, Census 2000. Table DP-1. Profile of General Demographic Characteristics: 2000. Geographic Area: San Joaquin County, California.

Parents noted what services their children are now utilizing or have participated in. A five-point Likert scale asked them to rank these services from 'not helpful' to 'completely helpful' showing an overall response average of the top five services used as: 1) preschool education, 2) home visits, 3) physical exams for child, 4) child car seat safety classes and 5) screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age. The services that were ranked as 'not helpful' were: 1) smoking cessation, 2) substance abuse prevention, and 3) domestic violence classes. Services that were ranked as 'very helpful' and 'completely helpful' were: 1) preschool education, 2) physical exams for children, 3) screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age, 4) child car seat safety classes, and 5) water safety classes.

*Survey question: What services do you need to help your child be healthy and ready for school?*

A comparison of services that parent's state would help them prepare their young children for school is noted in Table 7 and compared to the reply gathered by Harder+Company Community Research in 2000<sup>33</sup>.

Table 7. Comparison of Services Requested by Head Start Parents in Year 2003 and Sample Parent Population Year 2000.

<b>Service</b>	<b>2003 Survey</b>	<b>Service</b>	<b>2000 Survey</b>
Help with parenting – classes on discipline and development – how to be a good parent	10.65 %	Helping kids to learn	42.0 %
Health care services	8.95	More child care	35.5
Preschool education	8.02	Dental care	32.4
How to read to children	6.33	Cheaper and/or subsidized child care	30.1
Screening of children to determine proper development	5.71	More information on available services	29.8
Child abuse awareness (physical and sexual)	4.94	Transportation	26.5
Reading and writing classes for children	4.17	Health care services	25.8
Children's mental health services	4.17	Help with parenting	19.0
Drug and alcohol abuse programs	4.01	Parent support groups	17.3
Parents stating "no services needed"	4.01	Interpretation services	14.3

<sup>33</sup> Harder+Company Community Research, February 2002, *San Joaquin County children and Families Commission – Appendices to Strategic Plan for 2002-2005*.

<b>Service</b>	<b>2003 Survey</b>	<b>Service</b>	<b>2000 Survey</b>
Screening children for special needs	3.86	Family violence prevention	12.4
More child care	3.86	Drug and alcohol abuse programs	11.4
Family violence prevention	3.55	Smoking cessation	8.0

Note: 2000 & 2003 survey was not similar in format, but did ask similar questions of parents. The small % is because parents in the 2003 survey were given an open ended question and the 2000 survey had a list of services to choose from with the ability to choose more than one service. For Y 2000 survey, percentages total more than 100% because respondents were able to choose more than one type of service, Y 2003 percentages smaller, because respondent's answers totaled 100%.

Another way to look at this is to match services by rank order of importance:  
(Note: Ranked 1-13, with 1 being the service picked most frequently by parents)

Table 8. Comparison Ranking of Services, Year 2000 & 2003

<b>Service</b>	<b>2003 Ranking *</b>	<b>2000 Rank Comparison</b>
Help with parenting – classes on discipline and development – how to be a good parent	1	8
Health care services	2	7
Preschool education	3	1
How to read to children	4	
Screening of children to determine proper development	5	N/R
Child abuse awareness (physical and sexual)	6	N/R
Reading and writing classes for children	7	N/R
Children's mental health services	8	N/R
Drug and alcohol abuse programs	9	12
Nothing needed	10	N/R
Screening children for special needs	11	N/R
More child care	12	2 & 4
Family violence prevention	13	11

Key:  
The number 1 is the top priority  
N/R = not ranked

Services that were requested in year 2000, that were not in the top 13 of year 2003 include: dental care, more information on available services, transportation, parent support groups, interpretation services and smoking cessation. While these services were not in the top 13 in the survey, the parent focus groups had both 'more information on available services' and 'transportation' noted.

*Survey question: If you were to help plan the perfect community center, what would it look like? What services would it provide?"*

1. After-school programs/keep kids off the streets
2. Child care
3. Health services
4. Parenting classes
5. Transportation provided
6. A place that is clean and inviting
7. Contains all of the important services
8. Vocational training and employment assistance
9. Activities for parent and child interaction
10. Counseling

Note: These are the top answers, ranked by order of importance, with #1 being the most frequent. This is true for all of the survey questions. # 2 & 3 were equally rated; #6, 7, & 8 were equally rated, and #9 & 10 were equally rated.

The survey prompted parents to consider their 0-5 aged children when answering questions, but with both surveys and focus groups, parents often mentioned the need for after-school programs and their fears that these will experience greater cuts with the state budget deficits.

*Survey Question: What makes it difficult for parents and children to receive services?*

1. Not knowing about services
2. Not in my language
3. Not enough money for services
4. Services only available while I am working
5. Lack of good transportation

*Survey Questions: Who do parents most often turn to for information?*

1. Teachers
2. Family member
3. Neighbor

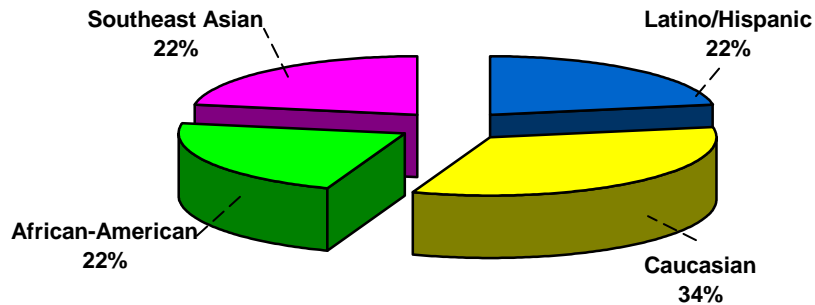
*Survey Question: What is the best way for parents to receive information about services?*

1. School fliers
2. Parent meetings
3. Child care center staff
4. Public TV announcements

## **B. Special Needs Preschool Parents, Tracy**

Ethnicity of respondents is noted in Figure 4, below.

Figure 4. Special Needs Preschool Parent Survey Ethnicity Breakdown: Year 2003



*Survey question: Of the following services, check all that you or your child have participated in and rate how helpful the service was. (Special Needs Preschool Parents, total of 7)*

Parents noted what services their children are now utilizing or have participated in. A five-point Likert scale asked them to rank these services from 'not helpful' to 'completely helpful' showed an overall response average of the top four services used as: 1) preschool education, 2) screening your child for any special needs, 3) screening to see if you child is emotionally, socially, intellectually and physically where they should be for their age, and 4) home visits. No services were ranked as 'not helpful'. Services that were equally ranked as 'very helpful' and 'completely helpful' were: 1) parenting classes, 2) domestic violence classes, 3) child sexual abuse awareness, 4) physical exams for child, 5) children's mental health counseling and 6) screening your child for any special needs.

*Survey Question: What services do you need to help your child be healthy and ready for school?*

Services that parents requested, in order of importance, were:

1. preschool classes
2. language development
3. physical therapy
4. alphabet and numbers instruction
5. social interaction with peers
6. satisfied with current services
7. screening for special needs

Note: Numbers 2 through 7 received an equal percent of response.



Responses to the open-ended question: *"If you were to help plan the perfect community center, what would it look like? What services would it provide?"* were categorized with the following equally rated responses:

1. Parenting classes
2. Foster child adjustment classes
3. Social interaction
4. Satisfied with current services
5. Personality education
6. Activities that offer parent-child interaction and involvement

The top two answers to what *makes it difficult for parents and children to receive the services* they need was:

1. Not knowing about services
2. Services only available when I am working

*Who do parents most often turn to for information?*

1. Teacher
2. Child care center staff
3. Neighbor
4. Minister or other faith leader

Note: #1 & #2 received equal number responses and #3 & #4 received equal number of responses.

*What is the best way for parents to receive information about services?*

1. School fliers
2. Newspapers
3. Child care center staff
4. Church or other faith organization staff
5. parent meetings

Note: #'s 4 & 5 received equal number of responses.

### **C. Hmong Parents**

*Survey question: Of the following services, check all that you or your child have participated in and rate how helpful the service was. (Hmong, total of 20)*

Parents noted what services their children are now utilizing or have participated in. A five-point Likert scale asked them to rank these services from 'not helpful' to 'completely helpful' showed an overall response average of the top five services used as: 1) physical exams for child, 2) home visits, 3) preschool education, 4) parenting education, and 5) child car seat safety classes. Services that were ranked as 'not helpful' were 1) screening to see if your child is emotionally, socially, intellectually and physically where they should be for their

age and 2) parenting classes and 3) home visits. Services that were equally ranked as 'very helpful' and 'completely helpful' were: 1) child care, 2) physical exams for child, 3) preschool education, and 4) substance abuse prevention. Note that numbers 2 & 3 were equally ranked.

*What services do you need to help your child be healthy and ready for school?*

Services that parents requested, in order of importance, were:

1. More child care
2. None – current services adequate
3. Preschool education
4. Less requirements for Head Start or more similar programs
5. Reading for children
6. Parenting classes
7. Dental and health screening

Note: Numbers 4 & 5 received equal responses.

Responses to the open-ended question: *"If you were to help plan the perfect community center, what would it look like? What services would it provide?"* were categorized with the following responses:

1. Child care
2. More recreational activities for boys and girls
3. Tutoring
4. Computer courses
5. Math, reading and history
6. Reading
7. Counseling
8. Playground
9. Vocational training

Note: numbers 4 & 5 were rated equally, as were numbers 6 through 9.

The top five answers to *what makes it difficult for parents and children to receive the services they need* was:

1. Not knowing about services
2. Services not available
3. Not enough money
4. Services only available while I am working
5. Not in my language

Note: numbers 3 & 4 received an equal number of responses.

*Who do parents most often turn to for information?*

1. Family member

Family members, as a response, significantly surpassed all other choices, with family members chosen by 54.6 % of the respondents and the next source of information dropping to 9%.

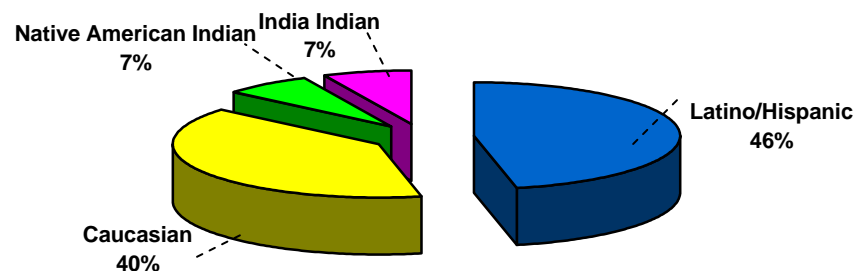
*What is the best way for parents to receive information about services? :*

1. School fliers
2. Public TV announcements
3. Newspapers

#### **D. Stockton Unified School District State Preschool Parents**

The ethnicity of respondents is noted in Figure 7.

Figure 5. Stockton Unified School District State Preschool Parent Survey Ethnicity Breakdown: Year 2003



*Survey question: Of the following services, check all that you or your child have participated in and rate how helpful the service was. (Stockton Unified School State preschool parents, total of 15)*

Parents noted what services their children are now utilizing or have participated in. A five-point Likert scale asked them to rank these services from 'not helpful' to 'completely helpful' showed an overall response average of the top five services used as: 1) physical exams for child, 2) preschool education, 3) screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age, 4) child care, and 5) screening your child for any special needs. Services that were ranked as 'not helpful' were 1) domestic violence classes, 2) child sexual abuse awareness, 3) substance abuse prevention and 3) children's mental health counseling. Services that were ranked as 'very helpful' and 'completely helpful' were: 1) preschool education, 2) physical exams for child, 3) screening to see if your child is emotionally, socially,

intellectually and physically where they should be for their age, 4) child car seat safety classes, and 5) child care.

*What services do you need to help your child be healthy and ready for school?*

Services that parents requested were rated as:

1. Preschool education
2. Nutrition – weight control
3. Help with parenting
4. Screening for special needs
5. None – current services adequate

Note: These five services received an equal number of responses.

Responses to the open-ended question: *“If you were to help plan the perfect community center, what would it look like? What services would it provide?”* were categorized with the following responses:

1. Recreational activities
2. Activities for all ages
3. Counseling
4. Computers
5. Child care
6. I like the community center that I go to

Note: numbers 1 & 2 were rated equally, as were numbers 3 through 6.

The top five answers to *what makes it difficult for parents and children to receive the services* they need was:

1. Not knowing about services
2. Services only available while I am working
3. Not in my language
4. Embarrassed to ask for services

Note: numbers 3 & 4 received an equal number of responses.

*Who do parents most often turn to for information?*

1. Teacher
2. Neighbor

*What is the best way for parents to receive information about services?*

1. School fliers
2. Public TV announcements
3. Newspapers

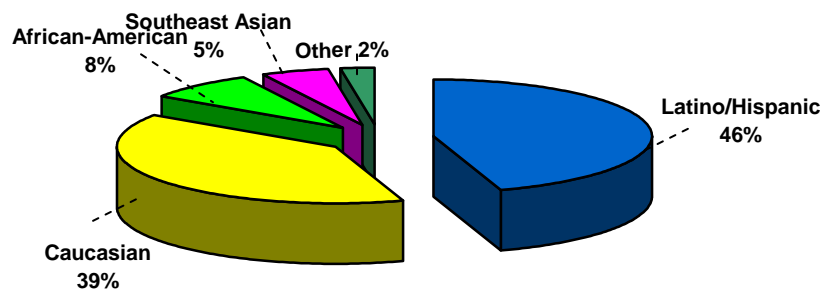
#### **Section 4. Focus Group Feedback**

The specific parent focus groups included:

- Manteca Migrant Education Parent Advisory Committee
- Taylor Parent Coffee Meeting
- Thornton Migrant Education Parent Advisory Committee
- Stockton Unified School District State (SUSD) State Preschool Parent Advisory Committee
- Tracy Planned Parenthood Teen Mom's Group
- Nightingale Stockton Unified School District State Preschool Parent Group
- Parklane Lodi Unified School District State Preschool Parent Group, both a.m. & p.m. sessions
- Thornton Housing Authority – Resident Advisory Council
- Thornton Community Center – parent group
- French Camp Elementary School – meeting of parents to introduce home visiting program 'Parents As Teachers'
- Lodi Boys & Girls Club – parent group (English as a Second Language class)

The ethnic distribution of all focus group participants is shown below in Figure 6.

Figure 6. Focus Group Participant Ethnicity Breakdown: Year 2003



A word content analysis revealed that the top themes of programs and services importance to parents were:

1. Affordable, quality child care
2. Enrichment activities, such as ballet, music, art, sports, & dance
3. Safety issues
4. Activities that they can do with their children to help their child be prepared for school
5. Parenting classes
6. Preschool education

Child care requests ranged from drop-in emergency care to full-time care (5:30 a.m. – 6:00 p.m.) so that parents can work. The range of child care requests included drop-in emergency, part-time, full-time, child care while parents are in

classes and when parents have short obligations, such as medical appointments, job interviews and volunteering in their child's classroom. Some parents mentioned that the crisis nursery in Stockton was not used for fear that parents using the nursery would be labeled as bad parents and referred to Child Protective Services. It was mentioned twice that preschool should expand to a full-day program to accommodate working parents.

Enrichment activities were thought to be crucial to child development. Many parents, with younger and older children, stated that their children did better in school when they were able to focus on an area that kept them motivated to attend, activities such as art, ballet, music, sports, dance, theatre, and gymnastics were mentioned. They thought these types of activities should start early.

Safety issues included I.D. & fingerprint program, water safety, air quality and fire safety knowledge, but predominantly focused on the safety of neighborhoods. Neighborhood safety included street lighting, loose dogs, trees that need to be trimmed, lack of clean parks, lack of crosswalks and safety lights at school crossing areas, older disruptive children at bus stops, safety from strangers and neighborhood bullies, and speeding cars.

The activities to help their children prepare for school included providing activities in backpacks that are distributed to parents with three and four year old children (a currently First 5 San Joaquin funded mini-grant); activities prepared by preschool teachers and taught to parents and child care providers. Other activities included special events for parents and children together.

Parenting class discussions focused primarily around the need to better understand child development stages and tools on how to discipline. Also mentioned were parent classes on: prevention and treatment of lead poisoning, 'Mom & Me' swimming safety classes, how to read to children, nutrition information, and 'English as a Second Language'.

*Survey question: If you were to help plan the perfect community center, what would it look like? What services would it provide?*

1. Quality preschool education
2. Variety of parent classes, such as discipline, ESL, how to advocate for services for children, household budgeting, etc.
3. Enrichment activities for children, such as dance, drama and sports
4. Employment training for parents

The perfect community center would be one that accommodated a variety of age groups, had a lot of books, computers available, preschool education and joint planned activities for parents and children, such as art projects, field trips, and community gardening. It would be a place where neighborhood parents could join to understand what services are available, how to use these services and

advocate for needed services. There would be child care available while parents are in classes, but child care would not be the focus of the center.

Parents detailed barriers to access as 1) transportation, 2) language and interpretation hurdles, and 3) a lack of knowledge about available services.

The early childhood educators revealed that they think the services/ programs that are needed are those that increase parents positive experiences with and support of education. They conjectured that this would lead parents to promote school attendance, timely arrivals and school readiness. They also pointed to the need for more aides for preschool classrooms, summer child care programs, parent support groups, nutrition classes, how to read to children classes for parents (including if parent is not literate), car seat program, homeless assistance, affordable housing, parent empowerment classes, transportation assistance, employment support, legal assistance, substance abuse treatment, and child care at school sites.

The teen parents had unique needs – most notably requests for apartment search assistance, basic household items and legal assistance to force fathers of babies to be financially responsible. Two of the mothers noted that the fathers refused to “sign the birth certificate and I can’t afford a DNA test, so I have to spend a lot of time driving back and forth to Stockton to get things done.” They also noted transportation as a barrier to accessing services, requesting help with a first car, gas vouchers and/or reliable, convenient public transportation.

Many parents strongly suggested the development of teams of parents and neighborhood groups to become more involved in issues that effect their children, including becoming more knowledgeable about how to work within the city and county systems and how to access available services.

Learning from focus groups included how easily messages can become miscommunicated during interpretation – discovered during a third session that many parents viewed the water safety as the safety of the drinking water and not, as intended, the safety of young children around water.

## **Section 5. Interview Feedback**

Six face-to-face interviews and ten telephone interviews occurred. Interviews varied in length from 15 minutes to 90 minutes with an average of 33 minutes. Those interviewed included three professional child development experts (two at a doctorate level, one with a bachelor’s degree), three Vietnamese women, four business professionals, three upper middle class parents of young children and three grandparents – one African-American grandfather, one Caucasian grandmother and one Hispanic grandmother. The interviews were conversations centering around their ideas of what they themselves needed or

what (if they didn't have young children) they thought is needed for young children to become well prepared for kindergarten entry. Interviewees did have the survey, so that they understood what was being asked from parents and were prompted to answer the questions and any other comments they thought were appropriate.

The child development professionals discussed the idea of looking at different successful Head Start programs across the nation to determine what they have and haven't done well. They noted that while Head Start has gained great strides in assisting the emotional, physical and social development, they serve a limited population because of funding constraints. How could our community work to expand preschool education programs similar to Head Start? Children need solid academic and social skills to prepare them for a kindergarten environment. It would be valuable to ask preschool teachers and day care center providers what they think is needed to better prepare children. There was also a lengthy discussion about the role of parental knowledge in normal child development and what parents expect of their children. One professional, who has worked in different child care centers, states that she could quickly identify at-risk children attending her center by the interaction with the parents, the aggressive behavior of the child and beginning habits that will affect school success, such as absenteeism and late arrival times.

The Vietnamese women (one of the three identified herself as ½ Vietnamese, ½ Japanese), evolved into a small group meeting, instead of individual interviews. These women had both school-age children and a total of five children under the age of 5. One woman was fluently bilingual and translated for the other two. They stated that one of their challenges with their young children was understanding the services that would be helpful because of language barriers. They stated that another challenge is that they feel their children (in school) often lose the value that their families and culture place on educational importance and respect for authority as they are exposed to the American culture. All of the mothers stated they have problems getting health care for their children, except for the in the emergency room, because of the hours they work. The third top need is transportation to get to services, they have a difficult time using public transportation and have one car per household that is used by their husbands for transportation to work.

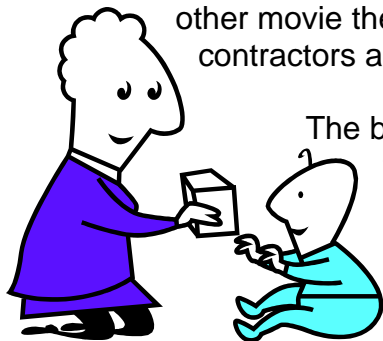
The four business professionals – three have children, one with children under the age of five and one single without children. They were asked to focus not only on what they thought children needed to prepare for school, but what role they think businesses and business professionals have in supporting early education and child care. There were long and often strongly stated opinions that while they think that public funds should be shifted more from law enforcement type activities to prevention with quality early education and child care, that parents should become more responsible for the care and infusion of values in their children. These values would include a strong work ethic, the



importance of education, honesty and critical thinking skills. While one person noted his company assists parents with referrals to find child care and allows time off for care of ill children, the emphasis was weighted toward the parents being responsible to provide and find the child care and early education experiences that their children need on their own time. There was an acknowledgement of the cost of child care, yet a strong feeling that there are currently so many “business unfriendly” regulations in California, that if many more are heaped on employers even more businesses will leave for other states and countries. The Family Medical Leave Act and ...paid Family Temporary Disability Insurance (start date January 2004) were two examples they gave - “Every time we try to increase our employees salary, something like FTDI comes along and it cuts into their pay and then they feel entitled to use whatever programs are created – hurting the workplace and our ability to increase salaries or make a profit – it’s frustrating. I would love to have something like an on-site childcare center or preschool, but I don’t see the money to do it.”

Three middle and upper class parents of young children were individually interviewed, but had many common ideas about what they needed to assist in optimizing their children’s development. These ideas included: 1) the need for more programs to be offered on weekends as many two-income households can not attend during weekdays and are too tired to attend on a week night, 2) ensure that programs are offered to all income levels, many of the programs seem exclusionary to only low-income families, and 3) offer sliding scale fees for programs according to ability to pay. Need new programs and services that are specific to different age levels that help with cognitive learning, and increasing dexterity. It would be great if these programs could occur in local neighborhoods.

In answer to the best way to get information about programs they replied from child care providers, school fliers, the Record newspaper and National Public Radio (NPR). It was noted that on NPR there are often public service announcements for the Lodi area, but don’t hear anything about programs and events occurring in Stockton. Could also get information out through service organizations, such as Rotary, Kiwanis and Lions. Another potential source would be movie screen advertising at the Holiday Cinema 8 on West Lane and other movie theaters. Several currently funded (First 5 San Joaquin) contractors are using this marketing medium.



The biggest challenge is finding child care (mentioned by all three women). They all talked about their level of disbelief when they tried to find information about child care in the county – they tried Family Resource and Referral; CSU, Stanislaus; San Joaquin County Office of Education and Stockton Unified School District hoping to find centralized information about child care. They then began their own search at Creative Child Care, Kindercare Learning Centers, Kids Academy, Phillipino Center, Kid’s Junction, St. Basil’s,

other assorted church preschools and home day care. The centralized list should “tell you where centers are located, what home day care is available, what ages they accept, cost, who they exclude, addresses, and phone numbers” . They asked that this list be able to match open child care spaces with your home address, work place and elementary school that your child will eventually attend. One mother noted that she went to Family Resource and Referral and they asked where she lived but then gave her the entire city of Stockton to sift through and the center that she ultimately chose wasn’t on the list.

The three grandparents were individual interviews from different families – one African-American grandfather, one Caucasian grandmother and one Hispanic grandmother. One grandmother noted her challenges as having to deal with her health problems and energy level – “I could do this twenty years ago, but now I’m too tired some days. I take care of a two year old grandson and four year old granddaughter and then I fix dinner and their parents both come after work and sometimes I have to tell them it’s time to leave so I can rest and get ready for the next day.” The grandfather, with his wife, is raising a 15, 12 and 3 year old, from two different adult children – one that is in jail and the other that uses drugs. His frustration centered more on the older children and the fact that he thinks more parents need to be involved in school functions in south Stockton – “too many of them just complain and don’t do anything about making things better for their kids...look at the difference, you go to a game at St. Mary’s and there are parents attending the game, working in the snack bar and at the entrance and it feels safe – when you go to Franklin High you have to go through a metal detector and can’t wander in and out of the gym, few parents come and you feel like you always are having to watch your back because of out-of-control kids and gangs”. “I think we know how to raise our youngest, but not sure if we have the patience we used to have – we’ve been thrown back in to the role of taking them to the doctor, fixing meals and helping with activities to get them ready for school. All three grandparents noted that they could use a support group (with child care available) that would not only have time to share experiences, but maybe a co-op to help each other out with field trips, library visits, and “babysitting”. The support group would be a good place to learn about programs and services and how to use them. Another challenge is dealing with their adult children and getting the guardianship of grandchildren – they would like communication classes and a workshop with a lawyer to better understand the legalities of and process of obtaining guardianship.



Grandparents, who have assumed the bulk of child care for grandchildren, also note one other large challenge – the loss of the grandparent /child relationship. They further explained that because they are the ‘parent’ and must discipline, they don’t have the fun of a “spoil them and send them home” relationship that they have with their other grandchildren. It is tiring to them to assume full care

and the disciplinarian role, but they also feel for the grandchildren for losing out on the grandparent relationship that they aren't able to provide when they assume the role of the parent.

## **Section 6. Analysis of Combined Feedback**

There were:

- 135 participants from 12 parent focus groups
- 51 participants from two early childhood educator groups
- 16 individual interviews
- 15 surveys from State preschool parents
- 20 surveys from the Hmong parents
- Seven surveys from parents of preschool special needs children
- 597 surveys from Head Start parents

The total of 841 parents and educators were utilized in compiling the results. There are many ideas that build from a look at the combined data:

Notably absent from parents choice of services is child care, by survey response, although it was noted in focus groups both in 2000 and 2003 as the greatest need.

The Hmong parent population noted in survey that 4% of them had been involved in a 'screening to see if your child is emotionally, socially, intellectually and physically where they should be for their age' and a few stated that the service was not helpful – more inquiry would need to occur to find out why the service was not helpful. Were the results not adequately explained, was the feedback given in a way that was culturally offensive or simply not understood? Was the information not beneficial to their interactions with their children or in their understanding how to better prepare their child for school? This holds true for their comments on parenting classes – while 12% stated they had participated in parenting classes, 11% of that group state that it was not helpful. Southeast Asian respondents predominantly (55%) chose a 'family member' as those that they respect and look to for information in their community. Other groups didn't rate family members as sources of information higher than 30%, showing the imperative need to individualize outreach efforts for different cultural communities.

Some research sources support the Vietnamese/Japanese women who noted their perceived loss of their children losing their cultural values as they are exposed to American values. One study concurs that East-Asian cultures emphasize educational importance, respect for authority, sense of duty and

honor to family and collective value orientation <sup>34</sup> more than the typical American family.

When classes on domestic violence were mentioned, two parent focus groups had lengthy discussions that getting men to those classes is not the way to do it, but during informal, already planned gatherings such as bingo games, swim meets, and community barbeques. The emphasis needs to be on having the 'speaker' be someone from their culture, whatever the culture is.

The two services that were requested by all three data sources were parenting classes and preschool education. Support for grandparents raising children was mentioned from all three sources, but only in the top five for the interviews. The 2000 census notes there are 6,666 grandparents in San Joaquin County who are responsible for grandchildren.<sup>35</sup> See Table 9 below.

Both the survey and the focus group results showed a strong desire to keep kids occupied while they are away from or not yet in school and the need for parenting classes of all sorts. While the interviews did not place these needs in the top 5 they were noted and mentioned.

Table 9. Comparison of Prioritized Program and Service Needs for Children, Prenatal-5

Surveys	Focus Groups	Interviews
Parenting skills classes	Child care	Assistance in finding child care
Health care services	Enrichment activities	An increase in the number of quality preschool programs
Preschool education	Safety issues	Programs that increase values of a strong work ethic and importance of education
How to read to children	Developmental/educational activities	Parental knowledge of developmental stages
Screening of children to determine proper development	Parenting classes	Support for grandparents
Child abuse awareness	Preschool education	

<sup>34</sup> Greenfield, P.M. & Cocking, R.R. (eds) (1994). East-Asian academic success in the United States: Family, school and community explanations. *Cross-cultural roots of minority child development*. NJ: L. Erlbaum Associates, (16)323-348.

<sup>35</sup> U.S. Census Bureau, Census 2000. Table DP-1. Profile of General Demographic Characteristics: 2000. Geographic Area: San Joaquin County, California.

The two most frequently mentioned services for a community center were parent education and enrichment activities for children. See Table 10 below.

Table 10. Comparison of Components for a Perfect Community Center

Surveys	Focus Groups
After school programs/keep kids off the streets	Quality Preschool education
Child Care	Variety of parent classes, such as discipline, ESL, household budgeting, etc.
Health Services	Enrichment activities for children, such as dance, drama and sports
Parenting Classes	Employment training for parents

The two common barriers across the data sources were 1) the lack of knowledge about services and 2) lack of appropriate language and interpretation services. A lack of transportation was a frequent reply for both survey and focus group respondents – probably not an issue during the interviews as a majority of the interviews were middle and upper income levels. The 2000 census states 17,247 (9.5%) households are without a car and 58,417 (32.2%) households own one vehicle.

Table 11. Comparison of Barriers to Access of Programs and Services for Children, Prenatal-5

Surveys	Focus Groups	Interviews
Not knowing about services	Lack of transportation	Services only available while I am working
Not in my language	Lack of appropriate language and interpretation services	Knowledge of services
Not enough money for services	Lack of knowledge about available services	Lack of quality preschool education programs
Services only available while I am working		Lack of appropriate language and interpretation services
Lack of transportation		

Parents rely on teachers as their primary source for information with neighbors as a second source. This varies though for the Hmong population who place family members as their most reliable source of information. See Table 12, next page.

Table 12. Comparison of Who Parents Turn to for Information from Survey Data

Head Start	State Preschool	Southeast Asian	Preschool Special Needs
Teacher	Teacher	Family member	Teacher
Family member	Neighbor		Neighbor
Neighbor			

School fliers are the preferred source of information, followed by public TV announcements and newspapers. See Table 13 below. While teachers and school administrators may sometimes wonder about the efficacy of school fliers, parents overwhelmingly noted that is what they rely on for information about services and programs. This finding could be distributed to currently funded First 5 San Joaquin contractors to encourage partnering with the elementary schools in the geographical area of targeted clients.

The other two sources of information were public TV announcements and newspapers – both of these have limits on language, although there is a limited distribution of newspapers in different languages.

Table 13. Comparison of the Best Way for Parents to Receive Information about Services & Programs from Survey Data

Head Start	State Preschool	Southeast Asian	Preschool Special Needs
School fliers	School fliers	School Fliers	School Fliers
Parent meeting	Public TV announcements	Public TV announcements	Newspapers
Child care center staff	Newspapers	Newspapers	Child care center staff
Public TV announcements			Church or other faith organization staff
			Parent meetings

## Section 7. Implications

The following implications are derived from a composite look at what programs are now being offered by San Joaquin Children and Families Commission, current research, and feedback from the focus groups, surveys and interviews.

### A. Programs & Services

Parenting education was the top request across focus groups, interviews and surveys and matches with the 2002 Strategic Plan Objective 1.1 – Parents are

knowledgeable about child development and Objective 1.2 – Parents practice effective parenting skills. The emphasis on school readiness is often narrowly perceived as the need to gain cognitive skills, such as alphabet recognition, counting and language use. Many early child development professionals agree that this is just a part of the complex challenge of optimal support of a young child's growth. Programs and services to increase the socialization and emotional development of children, so that they are then excited about and able to concentrate on learning is a more promising approach. These programs could be in the form of parenting classes, such as:

- How to talk to and interact with your infant,
- Activities to help your child socialize with peers, and
- Understanding the social & emotional development of children

The programs could include early mental health services for children and families to promote strong social-emotional, as well as cognitive development. Head Start parents placed children's mental health services as their eighth priority, along with family violence prevention as their twelfth choice. The Hmong and State preschool parents both included counseling as a service to be offered in a community center. Another way to increase the social-emotional development may be to follow the strong feedback from parents about the need for enrichment activities, such as dance, drama, music, voice, sports, gymnastic and art experiences.

Parents, during focus groups and survey responses, repeatedly bounced from the desire for enrichment activities to the reality of safety issues. Safety issues included child I.D. & fingerprint programs, water safety, air quality and fire safety knowledge, but predominantly focused on the safety of neighborhoods. Neighborhood safety included street lighting, loose dogs, trees that need to be trimmed, lack of clean parks, crosswalks and safety lights at school crossings, older disruptive children at bus stops, safety from strangers and neighborhood bullies, and speeding cars.

Preschool education was consistently noted as an important need. It was noted across data sources as the second most important need and matched with the 2000 Strategic Plan Objective 3.6 – Increased proportion of children who are developmentally, socially, and intellectually ready for school.

Child care was not a high priority during survey feedback (12<sup>th</sup>), but was rated as the top theme for focus groups and when asked about the perfect community center, survey feedback also noted the need for child care at community centers.

Language was noted as the second top barrier to accessing services, again emphasizing the imperative that all programs and services are culturally and linguistically appropriate to the population(s) they are serving.

The fourth barrier to access noted was that “services are only available when I’m working” – this might be that services and programs are not available, it also might be that parents lack knowledge about the services that are available when they are not working.

## **B. Systems**

The lack of knowledge about services was noted as the top access barrier, confirming the need for the ‘data warehouse’ that is currently being explored by the Commission. Parents were very specific though about the continued need for a current hard copy of programs, services and organizations throughout the county. One parent had one of the original *San Joaquin County Children’s Resource Directory*, and she talked about that even though many of the phone numbers were wrong, it still helped her. Another mother noted that it wasn’t helpful to her because it wasn’t in her language.

The *San Joaquin County Children’s Resource Directory* was recently updated by the San Joaquin County Office of Education. This has historically been compiled more for use by community-based organizations and public agencies. Parents asked to have the information themselves, requiring a re-look at the format, ease of use and translation to different languages.

Language was noted as the second highest barrier to accessing services. This included programs and service descriptions printed in brochures, fliers, interpretation services, bilingual instructors and bilingual service providers.

Affordable, convenient, consistent public transportation was pegged as the third highest barrier to accessing services. Parents defined the lack of transportation as a major challenge. A more detailed assessment of this issue needs to be provided – this is a historical complaint that has been brought forward many times without resolution. There are groups that are attempting to remedy this challenge, including Health Access and the Thornton Housing Authority Resident Council advocating for and receiving service from Sacramento Transit. Other possibilities include: providing driving lessons for mothers, improving the current public transportation routes, distributing bus and gasoline vouchers, using community volunteers/ CBO liaisons to assist first time riders, and creating printed materials with routes and bus system instruction in different languages.

The fourth barrier to access noted was that “services are only available when I’m working” – this might be that services and programs are not available, it also might be that parents lack knowledge about services that are actually available when they are not working.

The perfect community center took the back seat in discussions and survey feedback. Many parents noted being happy with community centers, elementary



school sites and other parent meeting places - their emphasis was on providing more preschool and enrichment activities for their children in physical locations that are already established and coordinating transportation to these locations.

While teachers and school administrators may sometimes wonder about the efficacy of school fliers, parents overwhelmingly noted that is what they rely on for information about services and programs. This finding could be distributed to currently funded First 5 San Joaquin contractors to encourage partnering with the elementary schools in the geographical area of targeted clients. The other two sources of information were public TV announcements and newspapers – both of these have limits on language, although there are some newspapers in different languages. A common weakness of community based organizations and public agencies, is the minimal level of outreach or marketing of programs and services. Traditionally it was viewed as inappropriate to ‘market’ services and therefore the culture of these organizations does not support recruitment of employees with marketing skills. Public agency and community-based organization budgets are much smaller than their business counterparts and therefore fail to often inform or entice possible participants. While this is beginning to change, this gap should be examined.

Teachers were predominantly the person that parents look to for information. This source of information could be enhanced by staff in-services to build communication skills and techniques for effectively disseminating information to diverse parent populations. Staff development could also include an understanding of community resources and how referrals are made.

The Hmong preference to seek information from family members may be due a lack of a cultural understanding on the teacher’s part, or a perception from the parent of not being able to request information from authority figures. If it is simply that the family member is the better or more comfortable source for parents to receive information, neighborhood trainings of family members regarding programs and services could be instituted. A deeper understanding of family members as the best source of information needs to be gained before programs or strategies are implemented.

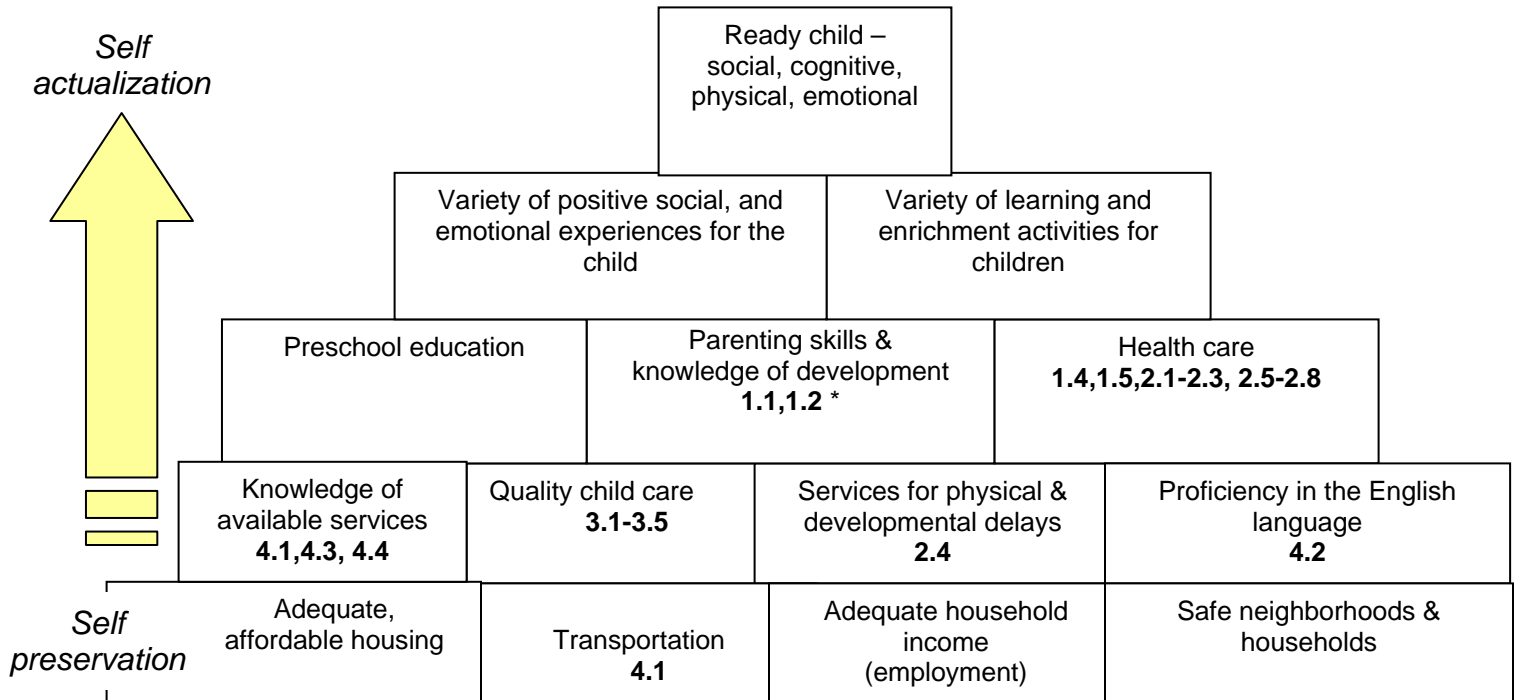
Data shows that no one way to outreach to a specific cultural community will work, while Head Start parents, preschool special needs parents and state preschool parents all chose teachers as the first person they to for information, the Hmong community overwhelming chose a family member.

System changes can be enhanced and impacted by parents. Many parents talked about the need to better understand what services are in the community, what services are needed and how they can affect change, such as with law enforcement and neighborhood safety issues. Classes for parents on understanding and impacting decisions at the local and state level, beginning with whom I contact for what could progress to organizing advocacy efforts.

### **C. Policy**

Policy defined as a principle, an issue and/or a plan of action leads to several possibilities based on this data. Policies, not just at the level of the San Joaquin Children and Families Commission (First 5 San Joaquin), but at a national level need to be instituted to support and enhance child development. The demand on parents to meet the needs of their young children, include an emotional, social, financial and educational component. Families from lower-income were more likely to place financial supports – adequate transportation, housing, employment, safety and child care, before social, cognitive and emotional needs. Merging all of the ‘conversations’ together, from interviews, surveys and focus groups, a definite trend, not unlike Maslows’ hierarchy of needs emerged. A match of current strategic objectives with the hierarchy shows heavier emphasis on self-actualization than self-preservation. See Figure 7, next page.

Figure 7. Child Development Hierarchy of Needs Matched with 2002 Strategic Objectives



\* Note: numbers correspond with strategic objectives listed in the following table.

Table 14. San Joaquin County Children & Families Commission – Strategic Plan June 2002 Goals & Objectives

Strategic Goals & Objectives
Goal 1: Improved family functioning
Objective 1.1: Parents are knowledgeable about child development
Objective 1.2: Parents practice effective parenting skills
Objective 1.3: Parents support their children's learning, healthy growth and development
Objective 1.4: Parents are knowledgeable about and practice healthy behavior prior to and during pregnancy
Objective 1.5: Parents are knowledgeable about and provide their children with healthy diets and physical activity
Goal 2: Improved child health and other community needs
Objective 2.1: Expectant mothers have adequate prenatal care
Objective 2.2: Parents are knowledgeable about and practice healthy behavior during pregnancy
Objective 2.3: Children receive preventive and ongoing regular health care
Objective 2.4: Children receive early screening and intervention for

Strategic Goals & Objectives
developmental delays and other special needs
Objective 2.5: Children receive preventive and ongoing mental health care
Objective 2.6: Children receive preventive and ongoing dental care
Objective 2.7: Parents are knowledgeable about and provide their children with healthy diets and physical activity
Objective 2.8: Children are born healthy and maintain their health
Goal 3: Improved child development
Objective 3.1: Supply of affordable quality child care is expanded
Objective 3.2: Child care providers participate in ECE educational opportunities
Objective 3.3: Child care providers experience lower turnover rates
Objective 3.4: Parents have increased access to child care that is culturally competent
Objective 3.5: Health and social services are integrated into child care settings
Goal 4: Improved systems for families
Objective 4.1: Parents are able to access services
Objective 4.2: Services are culturally competent
Objective 4.3: Providers are aware of available services
Objective 4.4: Providers refer clients to other needed services and follow-up with clients
Objective 4.5: Providers have the capacity to collect and store data
Objective 4.6: Provider data collection and storage is compatible with other provider data
Objective 4.7: Providers share relevant client and services data with each other
Objective 4.8: Providers have the organizational capacity to sustain their operations and maintain the supply of quality services

Policy could include strategies, such as:

- Collaborating with elementary schools to distribute information about services and programs for children, ages prenatal to 5.
- Addressing the lower levels of need before or as a component of the delivery of higher level services, See Figure 7. For example, offer parent education classes on child development with a strong component of transportation and English language acquisition of the parent; preschool programs to include an assessment the safety of children to and from school. While housing and employment are complex social challenges for families, transportation, safety and proficiency in English language could be consistently addressed across funded programs.

A policy support for the socialization and emotional development of children would include the Commission's current efforts (Child Care Initiative) to decrease the turnover of child care and preschool education staff. This could also include ways to increase a parent's ability to be at home with their child. Controversy abounds around President Busch's 'family friendly' legislation, but there are proponents stating he is moving in the right direction. One mother in a focus

group stated “we are always being pushed to become more job ready, but some of us just want to stay home until our kids go to school”.

## **Conclusion**

Great value can be found, from any organization or community, by reaching out and asking about what is and is not working and what is and is not needed. The challenge is to carefully consider stated needs with research-based, successful programs and services to meet those needs.

A frequent comment from parents was appreciation that they were being asked about their ideas of what their children need to be successful. The tone was often not one of demand, but how can I, as a parent, ensure that my child is successful. There also didn't seem to be a drive for more or different community centers, in fact, many parents noted that they were already happy with some current places that people gather, from informal parent neighborhood meetings to centers on school campuses like Taylor Family Center. The question was not so much what would be at these centers, but what do parents need to raise their children, where can parents find the services that meet their child needs and will the services and programs be offered at a time and a place that parents can attend.

An approach that will promote social-emotional and cognitive development in a safe, stable, culturally appropriate environment will help children reach school ready to learn. Policies, systems and programs that support parents in identifying children's individual needs, provides quality health care, preschool experiences, and consistent, quality child care is a daunting task when parents have a high level of resources, but becomes overwhelming when resources and support systems are scant and scattered.

February 26, 2003  
 Migrant Education Parent Committee at Manteca Union High School  
 6:30 p.m.

Twenty four people from the Migrant Education Parent Advisory group participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs and services at the Manteca Union High School cafeteria. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; translation by Yolanda Aguiona; eight fathers participated; ethnicity represented – Hispanic. Participants brainstormed about the needs and services to prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- Driving classes for mom's (many mothers have access to a vehicle as husbands are often at work using the farm vehicles, it is a matter of education on driving and how to get through the system to obtain a drivers license – not lack of vehicles)
- English as a Second Language classes with child care
- Day care, full time for ages 0-5
- Car seats and instructions for proper installation and use

What would a perfect community center look like? What services would be offered?

- Place that would have employment training, tried to do it at a center in Stockton but they stated it was only for low income and that they didn't qualify for services (not specific about where that program was)
- Quality preschool education – transportation to the preschool, free or low-cost
- Classes and activities for young children such as dancing, ballet and gymnastics
- Center would offer many parent classes, such as:
  - A. Prevention and Treatment of Lead Poisoning
  - B. Water Safety for Young Children
  - C. Parenting Basics

One consistent theme that was discussed was that many families live in outlying rural areas without transportation to a 'center' and that the center(s) would need to be in their area or have convenient, consistent transportation

Barriers to services:

- Lack of adequate transportation
- Not knowing how to find out about services – where to get information and in Spanish

Other comments:

- Would like the Commission to assist in the discussion about the current threat of losing after-school programs – these programs have been very successful in helping children be successful in school with the homework tutoring and by keeping them out of gang involvement. “What good will it do if we get our children ready for school at age 5 if they then don’t have after-school help?” Father stated he was most concerned with the number of young Hispanic boys entering gangs.

February 26, 2003  
Parent Coffee Meeting at Taylor Family Center – Stockton  
9:00 a.m.

Seventeen people from the Parent Coffee Meeting at Taylor Family Center participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs and services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; translation provided; one father; ethnicity represented – Hispanic, African-American & Philippino. Participants brainstormed about the needs and services that will best prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- English as a Second Language classes so they can then read to their children. There were classes at Taylor Elementary and at San Joaquin Elementary, but at San Joaquin Elementary they needed 18 people signed up and there were only 13, so they did not hold the class. Parents felt that they should have continued the class with 13.
- Parks aren't clean so no place to take young children out to play.
- Traffic is too fast in the neighborhoods – need more monitoring and enforcement.
- Need a crosswalk on 8<sup>th</sup> Street – many parents walk their children to preschool and live on the other side of I5 and 8<sup>th</sup> Street and have to walk way past the school area to get to a safe crosswalk to get across 8<sup>th</sup> Street and then backtrack to the school.
- Dental services for children under the age of 5
- Preschool education
- Back packs with pre-school activities in them for parent and child to do together.
- More reading programs for young children
- **Current** paper directory of services for young children and families – what services are offered, how do you qualify, who do you contact (“1/2 the numbers we try to reach are not correct, even with the school directory”). It could be on computer, but also need paper directory for those without computer knowledge or access. Also need the information in several languages.



What would a perfect community center look like? What services would be offered?

- A place to have drop-in child care for when mom's are working in the preschool classroom and so they can go to medical appointments and job interviews.
- Classes, to include:
  1. water safety for children
  2. parenting classes
  3. English as a Second LanguageNote: all classes to have child care available during class time

Wasn't a lot of interest in this – they have the Taylor Family Center that is seen as a community center and a good place to receive services

Barriers to services:

- Transportation to preschool – many mothers have to walk quite a distance with children because of a lack of transportation. Transportation to medical appointments handled by Health Access (San Joaquin County Human Services Agency & San Joaquin County Health Care Services\*), but need transportation for other services also
- There was a lengthy discussion from all parents about the need to have better and more information – one father expressed the frustration on trying to find a preschool program for his now 4 year old son – making too much money for one type of program (Head Start), but not enough for other types of programs and needed a way to begin understanding where and how to look for information. One mother talked about trying to use the computer at the public library to look up a service and the 20 minute time limit isn't enough when you are not familiar with computer usage and they don't like interrupting kids who are doing school work.

\* in partnership with: Coalition United for Families, El Concilio, Lao Family Community of Stockton, St. George's Neighborhood Betterment Committee and Su Salud.

Other comments:

- Same comment about the crosswalk on 8<sup>th</sup> Street for school-age children that walk – they see kids daily darting across the street between cars instead of walking past the school area to the area where there is an out-of-the-way crosswalk.
- Is there a coffee hour at San Joaquin Elementary school – parents are worried about budget cuts with after-school programs, but they don't have a coffee hour (that they are aware of) to go to and their contact with the school has been limited because the parent meetings, that they have attended, were held without translation into Spanish

February 20, 2003  
Migrant Education Parent Committee  
New Hope Elementary School cafeteria - Thornton  
6:00 p.m.

Seventeen people from the Migrant Education Parent group participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs and services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc., translation by Yolanda Aguiona and Christine Anderson; attendance included one father; ethnicity represented – Hispanic. Participants brainstormed about the needs and services that are needed to prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- Day care for children, full day care from 5:30 a.m. – 6:00 p.m. so parent can work
- Preschool education
- Dental care
- Car safety seats and instruction on how to properly install and use
- Better public transportation, metro bus, driving lessons; how to purchase and afford a car
- Marriage/ Family counseling
- I.D. & fingerprint safety program for children
- Smoke alarm detectors, batteries and training for family fire safety plans
- Ways to decrease the mold levels in houses

What would a perfect community center look like? What services would be offered?

- Would have full-time day care
- Quality preschool classes
- Automobile driving lessons for the mothers, with child care while they are in class
- Women, Infant, Children program at a center in Thornton so moms do not have to travel to Lodi to participate
- Other classes would include:
  1. how to read to children
  2. how to avoid lead poisoning and what to do if children have been exposed
  3. water safety for children
  4. how to discipline children (parenting classes)
  5. nutrition counseling to avoid diabetes

Barriers to services:

- transportation is a “**big**” problem – it limits parents being able to get their children to medical appointments and other services; also affects prenatal care

Other comments:

- want to know about similar services for school-age children, such as homework tutoring, sports, transportation to medical appointments, etc.
- need I.D. badges for the adults working at the public schools; badges for employees, parent volunteers and visitors

A mother, who appears to be an informal leader of the group, summarized that the three most important things to them are: good, full day care, good transportation system and driving lessons for the mothers.

February 18, 2003  
SUSD State Preschool Parent Advisory Committee, 1144 East Channel -  
Stockton  
State Preschool Parents – 3:30 p.m.

Nine people from the Stockton Unified School District, Parent Advisory Group participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs and services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; attendance included two grandparents; ethnicity represented – Caucasian, Hispanic, & African-American. Participants brainstormed about the needs and services that would prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- Testing to discover if children have special needs, physical and developmental delays
- Back packs with preschool activities that parents can do with their children
- More aides for the preschool classrooms
- Child care, full-time/ part-time/ drop-in - the cost is too high for childcare and it is hard to find good people who are “reliable and trustworthy”
- Grandparents need to be able to receive financial assistance for child care
- More healthy foods for snacks at preschool – get the food from the schools and it is often greasy, cold and unattractive so kids don’t eat while they’re in school
- Appropriate play equipment in parks
- Clean parks, for example Delmar Park has no play equipment and neighborhood parents mow the grass themselves so that kids can practice baseball
- Speed bumps and crosswalks around schools – missing around many schools, especially in south Stockton
- More full day preschool programs for working moms/guardians and grandparents
- Program to help parents learn how to help their children learn and to help them enjoy learning

What would a perfect community center look like? What services would be offered?

- Healthy, good snacks
- Computers and other educational tools
- Support for parents/ grandparents and guardians
- Make the center have services for all ages. Some of the centers, like Garden Acres Community Center focuses on seniors – parents could remember a time when they were young and the Center used to have pool tables and other games available for teens and middle school children to play, to have a place to safely hang out
- Safe play area, inside and outside
- Have music programs, dance, art, theatre (drama), 'dress-up' play. One parent noted that when she was in elementary school, there were many opportunities to perform, play music, sing, etc. and we need to start the children young and continue with these programs

Barriers to services:

- Not knowing what services are available, for example 'What does Valley Mountain Regional Center do and what ages do they serve?'
- Need more and better translation and interpretation services in parents primary language to get information out about available services

February 18, 2003  
Planned Parenthood Teen Mom's Group at Duncan Russell School - Tracy  
Teen moms – 1:00 p.m.

Seven people participated from a Planned Parenthood meeting at Duncan Russell in Tracy focusing on the direction and needs of the First 5 San Joaquin programs and services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; attendance was teen moms (two prenatal); ethnicity represented – Hispanic, African-American & Caucasian. Participants brainstormed about the needs and services to prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- Need help getting their own places/apartments to live. Assistance with apartment search, furniture and household supplies.
- Child care while at work. Need child care full and/or part time; also need drop-in care specifically for when things are tense, to give moms a break
- Car seats and instruction on their installation and use
- There are nice parks in Tracy, but the park that is close by (Dr. Powers) is not clean and there are often people hanging out drinking, so not a good place to take your child.
- Need assistance in getting men to take responsibility for child support and parenting. Some fathers refuse to “sign the birth certificate” and they (the young women) can’t afford to get a paternity DNA test done, so there is a lot of time “driving back and forth to Stockton” to get things done through the legal system. They often don’t know how to go about it and would like to have free legal representation. There was joking that that is why the girls agree to do the Maury Povich show because the paternity DNA testing is free.

What would a perfect community center look like? What services would be offered?

- Have an indoor and outdoor area for children to play. Have an area inside for when the weather is bad like the malls, 'baby gyms' that would be specific play areas for children, ages 0-5.

Barriers to services:

- Access to reliable good public transportation. Would like assistance with obtaining first car; gasoline vouchers, etc.

Other comments:

- One of the prenatal moms stated she had received the 'New Parents Kit' and had already viewed several of the videotapes and thought they were good & helpful.



February 14, 2003  
 Nightingale State Preschool Parent Group – SUSD  
 12:30 p.m.

Fourteen people at Nightingale Elementary State Preschool participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; attendance included two fathers, two grandmothers; ethnicity represented – African-American, Hispanic, & Asian. Participants brainstormed about the needs and services that are needed to prepare their children, ages 0-5, for school.

What services do you need to help your child be healthy and ready for school?

- Move preschool to full day program to accommodate working parents
- Extra aide in preschool classrooms
- Field trips for children
- Dance classes, check with Delta College, think they offer classes, but they need to be in our neighborhood and for very young children
- Self defense and stranger awareness classes for young children
- Back packs with supplies and activities so parents can help prepare their children for kindergarten
- Better air quality for the children – there is a lot of construction of new industrial buildings in the area and smells from those areas. They don't know how or if the industry will affect water or air quality. Many of the children are affected with asthma. The sewer lines that were never properly fixed is a concern to parents also.
- Also worried about water quality – doesn't taste good and it's expensive to purchase bottled water.
- Budget to do rewards in the classroom (think the discussion was rewards for parent participation, and child behavior)
- Need speed bumps in front of school (and other areas of neighborhood), crosswalks and flashing lights in school zone also needed.

What would a perfect community center look like? What services would be offered?

- Community health center
- Community garden for kids
- Place with activities for children, ages 2-5

- Place where young children can have voice lessons and other music activities
- Child care while parents are in classes
- Computers
- Drop off child care

#### Barriers to service:

- Fear mentioned that the crisis nursery on California Street is not used because there is the perception that if you take your child there that you will be turned over to Child Protective Services
- Try to play outside and walk with young children, but the sewers are often clogged, they were supposedly fixed, but still often flood and some city water workers, when called, have noted not wanting to come into the neighborhood because of the crime. One father noted that he went out and unclogged the area himself as a temporary fix.
- It's tough for grandparents to raise their grandchildren, as they often have custody but do not receive financial assistance.
- Need a team of parents to make things happen in the neighborhoods
- There is prejudice about the Southside (Stockton, south of Charter Way)

#### Other comments:

- Need more political advocates, like Gloria Nomura, who know the neighborhoods they represent and care about the issues
- Need more after-school activities for the older children, this is not specific to ages 0-5 but effects the whole community
- Need a network of safe homes where adults have been carefully screened for any type of criminal background, so that when kids are walking home and need help, they would know what home to go seek help at
- Need to regulate the loose dogs in the neighborhoods
- Many of the streets are poorly lit – the parents understanding is that one of the long streets (Bellvue) is to have a minimum of three street lights and there are only two
- Neighborhood trees need to be trimmed back
- Police response is slow

Parklane Elementary – Lodi Unified School District  
State Preschool Parents – 11:30 a.m.

Three people from Parklane State Preschool participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; Spanish translation; two fathers; ethnicity represented – Hispanic, Asian, & African-American. Participants brainstormed about the needs and services that are needed to prepare their children, ages 0-5 year, for school.

What services do you need to help your child be healthy and ready for school?

- Computer usage in kindergarten and pre-kindergarten for at least an hour a day
- Music instruction for early ages
- Dance and or other physical activities
- Day care to cover full day – (one father mentioned this and another parent noted that it was available, that it had been offered to all of the parents in the preschool program)
- Need more information about services – have brochures and handouts available about programs and services when we pick our children up or send the information home with children. Long discussion about the parents not understanding what their children really need in order to be successful in preparing for kindergarten – What do children need to be doing to get ready? Should we be doing more than bringing them to preschool? What skills do the kids need? How can we make sure they get them? Sometimes there is a lot of information about education, but doesn't seem as important as our current concerns with neighborhood safety, jobs and housing.

What would a perfect community center look like? What services would be offered?

- Again, one of the top things for a community center would be to have information available about all services and programs in the community with guidance about which services and programs would make us better parents and get our kids ready for school
- English as a Second Language classes with child care at the same time, so we can learn how to read to our children and help them with homework when they start school.
- Summer programs for children – school and recreation
- How to educate your children classes
- Voice lessons (music)
- Computers available
- Physical (sports) activities
- A lot of books
- Field trips to zoos and museums
- Place where children would be taught to respect their parents

Barriers to services:

- For many of the parent programs and services, child care is not available
- Transportation involves hour plus waits; one mother noted that her family lived in San Leandro before moving to Stockton and that the public transportation system there was excellent – clean, safe buses and frequent pick-ups at bus stops.
- Hard to obtain health insurance – was first given an application for 'Healthy Families', filled it all out, but then was told they did not qualify so sent them to Medi-Cal and after several months of trying to get appointments and assistance, got the husband and children signed up – mother was not able to receive the insurance because of her immigration status.

Other comments:

- Having children on different 'tracks' in the school system affects parents – difficult to find good child care while we (the parent) is at work and then because children are often on different tracks, the family loses the time to be together for a vacation.

Parklane Elementary – Lodi School District  
State Preschool Parents – 8:00 a.m.

Seven people from Parklane State Preschool participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc.; Spanish translation; one father. Participants brainstormed about with the needs and services that are needed to prepare their children, ages 0-5 year, for school.

What services do you need to help your child be healthy and ready for school?

- Safety of children – vehicles driving too fast, even on dead end streets and courts; there are no speed bumps or regulation of those speeding. One participant had first hand knowledge of a friend whose two children were hit by a car and another parent had her 7 year old hit by a car. Another mother refuses to let her three children out to play because of the lack of safety of traffic and older children bullying and throwing rocks at younger children. One parent noted that he routinely sees cars running through the stop sign by the school.
- Decrease exposure of younger children to older children at the bus stop. The older children often have wine & liquor bottles and are drinking.
- Clean, safe areas for parents to take children to play. Parks in the city (Stockton) are not clean, for example Sandbox Park has glass and animal feces.
- There is a lack of police presence with normal patrols, patrolling more would increase community members feeling of safety and would be a deterrent to those speeding. Now they respond to crisis situations and response time is often two to three hours. When one of the mothers' children was hit by an automobile, the police then patrolled for speeders for two days and then not again.
- Parenting classes, both about development, discipline and a parenting support group scheduled around work schedules of parents would be good. Needs to be well communicated so parents will attend.

What would a perfect community center look like? What services would be offered?

- Access to computers for young children; place computers also in the preschool classrooms.
- Classes on how to advocate for services for our young children – how to work with the police department, elected officials, how do we reach the First 5 Commission, the City Council, etc. Have elected officials out to the neighborhoods, schools etc. to meet with parents on a regular basis, not just around election times. What influential groups are out there and how do we contact them?
- Place where there are times for parents to meet with other parents and when parents & children can meet together with structured activities (year round) to learn about good and bad habits and behaviors. Place for parents to support each other and their childrens' development.
- Need meetings within the community, like Sierra Vista, where there are many meetings at different times and a lot of publicity by distribution of fliers – people walking door-to-door to explain that meetings are to help parents improve the neighborhood for the children.
- Sports activities beginning at a very young age so that many children are involved, to help them with focus, development, team work and with the diversity of our community.

#### Barriers to services:

- Transportation - to medical and other appointments. Currently wait an hour to get on the bus and then an hour to come back from appointments. Mother did know about the Concilio, but thought they just serviced south Stockton.
- Knowledge about available services – don't know what is available
- Other parents not disciplining their children or helping each other out to watch over and protect all children. Lack of trust between parents within community to watch children and care for them. "Parenting is a life long job". Children and parents need consequences when children act out with violent behavior toward other children.
- People are afraid of conflict within neighborhood; need to get to know each other and focus on the children

Other comments:

- Parking at the school is very tight, so that it is difficult to safely drop children off at the school
- Need better communication between the schools and parents, for example one mother said she didn't know why her fourth grader was being transferred to another school out of her neighborhood and had looked for the school and couldn't locate it. Other parent noted that it was probably due to overcrowding. Children being placed out of neighborhood schools is another reason that the sense of community is not strong.

Parents thanked the Commission for sending people out to ask what the neighborhoods/ parents needed.

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February 11, 2003  
Thornton Housing Authority, Resident Advisory Council  
26190 Manor Drive  
10 a.m.

Fourteen people from the Thornton Housing community participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc. Participants brainstormed about the needs and services that were most lacking to prepare their 0-5 year old children for school.

What services do you need to help your child be healthy and ready for school?

- Children are being exposed to illegal drug use and smoking (cigarettes) earlier & earlier, we would like a class for parents on how to talk to children about avoiding drug use.
- Shopping locally is very expensive, but often done because the men have the only means of family transportation and the women are left to accessing shopping and services in the area that they can walk to. Would like transportation to Galt and/or Stockton to buy groceries, see 'Barriers to Services – transportation.'
- San Joaquin Public Health comes once a month with a health van; need dental care also – this is not covered now.
- At schools there is screening for vision, but need it for the younger children.
- While the complaint of water not tasting good was mentioned, there was also a lot of discussion that it is checked at least twice a month and if anything is wrong with it the County sends someone to immediately take care of the problem and residents are given a hand delivered note letting them know of the temporary problem.

What would a perfect community center look like? What services would be offered?

- Child care for parents who want to return to work – longer, flexible hours. Have worked with Family Resource & Referral, but many of the parents are caught between making a little more money than needed to qualify, but not enough to pay for child care.



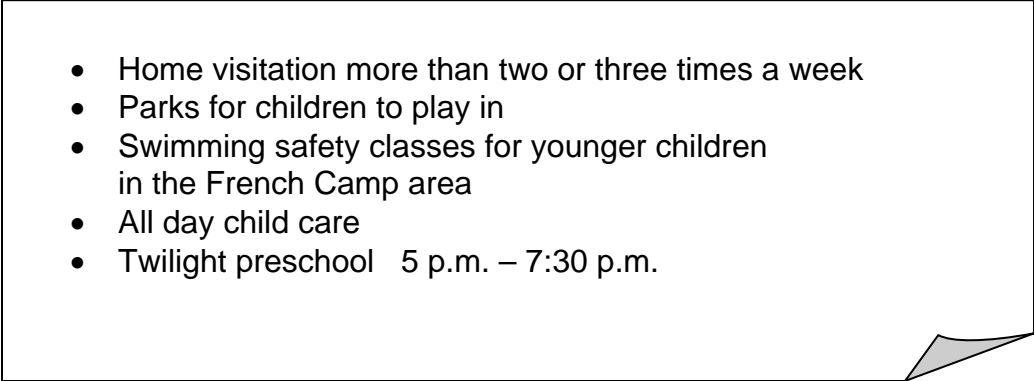
Barriers to services:

- Transportation - to health services & medical appointments. The Concilio offers transportation, but they want people to get appointments as a group, so that they can pick many people up at one time and bring them back together. They have tried but it is often hard or impossible to schedule appointments at times that will allow them to travel with a group of people. There are current plans to begin transportation between Thornton & Galt, provided by Sacramento transit.

January 23, 2003  
French Camp Elementary

Twelve people from the French Camp community attended the Parent Focus group conducted by Lois Lang of Lang & Associates, Inc. Parents offered feedback as to the needs of their 0-5 year old children to enhance their readiness for school.

What services do you need to help your child be healthy and ready school?

- 
- Home visitation more than two or three times a week
  - Parks for children to play in
  - Swimming safety classes for younger children in the French Camp area
  - All day child care
  - Twilight preschool 5 p.m. – 7:30 p.m.

Note: This was the first time that this group of parents had ever met and it was in the middle of another informational meeting, so there was very limited discussion.

January 23, 2003  
Thornton Community Center at New Hope Elementary

Nine people from the Thornton Community Center participated in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc. Participants brainstormed about the needs and services that were most lacking to prepare their 0-5 year old children for school.

What services do you need to help your child be healthy and ready for school?

- Water quality is perceived to be poor- (Thornton) smells like sewage off and on and they're not sure how to or if they should sterilize the water, so everyone buys water. This is a great expense for them, but they are worried about the health of their children, so they do it.
- Parenting classes- how to deal with adolescents and young children in the same household – discipline tips and understanding the different developmental stages.
- English as a Second Language classes – more ESL instruction – it occurs in Lodi but need a minibus or some type of reliable transportation to get there – would prefer a local full-time teacher in Thornton
- Childcare funds to pay for childcare while parents are in ESL classes- class would be full if child care was available for three days a week for 2 hours – now mothers have to care for their young children and it's a big distraction while trying to learn. .
- Door-to-door to get information out about programs- fliers do not work- use bilingual if they are used- each person take a section to canvass
- Driving classes for mom's – help to get kids to doctor's etc.
- Dental services/screening – currently using St. Mary's and they have to be there by 7:30am. And then often a full day wait with no guarantee of being seen that day, so other kids may be pulled out of school that day also, as mom might not be home when they arrive.

What would a perfect community center look like? What services would be offered?

- Help understanding how to apply for the money and programs when information is released
- Regular child care in area. Drop-in care so they can go to work.
- Quality, safe preschool program with good childcare

Barriers to services:

- Transportation - need transportation to Stockton/Woodbridge medical clinic and WIC (Women, Infant, Children program) in Woodbridge

Other:

- after school program- Lodi Boys and Girls Club for the last 2 years had good after-school programs, but do not now have those programs

January 21, 2003  
Stockton Unified School District  
State Preschool Professionals Meeting, p.m.

There were 22 participants at the focus group conducted by Lois Lang, Psy.D. Teachers offered insight on what parents, teachers and children, ages 0-5, need from First 5 San Joaquin in order to prepare children for successful school entry at age five.

Services offered:

- Literacy- proficient in home language- reaching parents in the home

What services do you need to help your child be healthy and ready for school?

- Discipline- need for training
- Lack of services for substance abuse treatment
- Aid/support for grandparents acting as parents
- Classes on domestic violence
- Housing- low income and affordable housing
- School attendance - get parents to understand the importance of regular attendance and compliance with picking up and dropping off children on time
- Mental health counseling for children
- Teacher training about how to work with children with special needs
- Divorce counseling- separation, dealing with loss, conflict and physical move

- Transportation
- Knowing how to network
- Self accountability
- Level of funding- need more funds- cannot afford to fund two classroom aides- licensing requires need to use parent volunteers

January 21, 2003  
Stockton Unified School District  
State Preschool Professionals Meeting, a.m.

Twenty-nine people from State Preschool Professional meeting attended this focus group conducted by Lois Lang, Psy.D. of Lang & Associates, Inc. Feedback was given in regard to the school readiness needs of 0-5 children and their families.

What services do you need to help children be healthy and ready for school?

- Summer childcare programs for working parents
- Support groups for bereavement, spousal abuse, etc.
- Empower parents to know their rights and to stand up for themselves
- Dental care/screening
- More evening and night childcare
- Transportation
- Nutrition classes
- How to read to children- do it in different languages/cultures- “reading to pictures” if the parent is not literate.
- Help with ADHD (Attention Deficit/ Hyperactivity Disorder) and developmental delays
- Increase parents’ positive experience with education
- Car seats- need program (installation instruction) and use
- Child care at school sites – for parent classroom volunteers and so they can attend meetings and workshops without the distraction of caring for children
- Before school and after school care
- What to expect from preschool - increase parent knowledge and awareness –ECERS (child development tool) training for parents
- Encourage child independence while being culturally sensitive
- Parenting Basics class

Barriers to Services:

- Attendance - getting there on time
- Parent knowledge of educational importance before kindergarten entrance
- Create programs that are on the same timeline for parent convenience – for example, hold a parent program while child is in preschool and provide childcare for other children

What would a perfect community center look like? What services would be offered?

- Support groups for bereavement, spousal abuse, etc.
- Empower parents to know their rights and to stand up for themselves
- More evening and night childcare
- Classes/ assistance on ways to obtain affordable housing
- Transportation
- How to's on getting and keeping employment
- Support for grandparents acting as parents
- How to do a household budget
- Homeless assistance
- Legal assistance
- Basic clothing needs-understanding appropriate wear
- Increase the value of education

January 15, 2003  
Lodi Boys and Girls Club  
Parent ESL Class

Fourteen parents attending the 'English as a Second Language' class offered at Lodi Boys and Girls Club agreed to participate in a parent feedback session focusing on the direction and needs of the First 5 San Joaquin programs/services. Meeting facilitation was conducted by Lois Lang, Psy.D. of Lang & Associates, Inc. Participants brainstormed about needs and services that were most lacking to prepare their 0-5 year old children for school entry.

Services participated in by child or parent:

- Car seats- had a distribution program and had more need than car seats. There is currently a waiting list.
- ESL Classes- there is a strong need for teachers for ESL Classes.
- Parenting Classes- there is a demand for such classes to be offered in Spanish

What services do you need to help your child be healthy and ready for school?

- Lead poisoning classes - in the Spanish community there are many lead based containers used for food. In addition, there is a lack of knowledge concerning lead based paint and its' hazards.
- Overall parenting classes offered in Spanish
- Anger management
- Stress reduction classes and how-to's on creating a stress free environment
- Parenting Support groups run by a licensed Marriage & Family Therapist (parenting and counseling)
- Child Mental Health classes
- Developmental knowledge of children offered in Spanish
- Volunteers, classroom aides and funding in order to keep staff positions open and enhance community partnerships to keep current programs going.
- Separate support groups for men and women- just men and just women in each group.



What makes it difficult for you and your child to receive services?

- Transportation-  $\frac{1}{2}$  to  $\frac{3}{4}$  of the parents walk to receive services
- Language- more mental health and parenting classes need to be offered in Spanish. At this location there are classes offered in English only.
- Finances- Many parents need funding for childcare while they are in ESL classes
- Cultural Barrier - men not wanting the women to succeed.
- Male Female relationships - possibly reach men through Bingo games. Men talking to men.
- Reach men during their children's swim meets-offer a BBQ

*Making A Difference – Parent Feedback*  
**First 5 San Joaquin – Children & Families Commission**

First 5 San Joaquin (Prop. 10) offers many programs & services to children, 0-5 to help them become healthy and ready to succeed in school. When answering these questions, please think about yourself and your children – the services do not have to be ones that are specifically provided by First 5 San Joaquin.

1. Of the following services, check all that you or your child have participated in and rate how helpful the service was.

**Example:**

✓ if used	Service	Not Helpful 1	Partly Helpful 2	Helpful 3	Very Helpful 4	Completely Helpful 5
✓	Quit smoking program			✓		
	Child care					
	Preschool education					
	'How to read to children' classes					
	Parenting classes					
	Domestic violence prevention					
	Child sexual abuse awareness					
	Substance abuse prevention					
	Quit smoking programs					
	Home visits					
	Child car seat safety classes					
	Water safety classes					
	Physical exams for child					
	Children's mental health counseling					
	Screening to see if your child is emotionally, socially, intellectually & physically where they should be for their age					
	Screening your child for any special needs					

2. What services do you need to help your child be healthy and ready for school? *List as many as you want, it can include services listed in # 1.*

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3. If you were to help plan the perfect community center, what would it look like?  
What services would it provide?
- 

4. Have any of the following things made it difficult for you and your child to receive services? *Check all that apply*

- |                                                                     |                                                          |
|---------------------------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Not knowing about services                 | <input type="checkbox"/> Embarrassed to ask for services |
| <input type="checkbox"/> Services not available                     | <input type="checkbox"/> Afraid of immigration problems  |
| <input type="checkbox"/> Not in my language                         | <input type="checkbox"/> Lack of good transportation     |
| <input type="checkbox"/> Not enough money for services              | <input type="checkbox"/> Poor quality services           |
| <input type="checkbox"/> Services only available while I am working |                                                          |

5. Who do you most respect and look to for information in your community?  
*Check only one.*

- |                                                         |                                                  |
|---------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Neighbor                       | <input type="checkbox"/> Family member           |
| <input type="checkbox"/> Minister or other faith leader | <input type="checkbox"/> Child care center staff |
| <input type="checkbox"/> Teacher                        | <input type="checkbox"/> Family center staff     |

*optional:* If there is a specific person, what is their name? \_\_\_\_\_

6. What is the best way for you to receive information about services for your young children? *Check only two.*

- |                                                    |                                                                   |
|----------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> School fliers             | <input type="checkbox"/> Public TV announcements                  |
| <input type="checkbox"/> Ads on grocery bags       | <input type="checkbox"/> Radio announcements                      |
| <input type="checkbox"/> Child care center staff   | <input type="checkbox"/> From family members                      |
| <input type="checkbox"/> Ads on bus                | <input type="checkbox"/> Newspaper                                |
| <input type="checkbox"/> From neighbors            | <input type="checkbox"/> Parent meetings                          |
| <input type="checkbox"/> Community center meetings | <input type="checkbox"/> Church or other faith organization staff |

7. What is your ethnicity: ☐ Latino/Hispanic ☐ White ☐ African American  
☐ Asian ☐ Russian ☐ Native American ☐ Other, \_\_\_\_\_

8. What part of the county do you live in or close to: *(check only one)*

- |                                        |                                      |                                 |                               |                                  |
|----------------------------------------|--------------------------------------|---------------------------------|-------------------------------|----------------------------------|
| <input type="checkbox"/> Delta Islands | <input type="checkbox"/> French Camp | <input type="checkbox"/> Linden | <input type="checkbox"/> Lodi | <input type="checkbox"/> Manteca |
| <input type="checkbox"/> Stockton      | <input type="checkbox"/> Tracy       |                                 |                               |                                  |

*Thank you!!*

If you have any questions, comments or would like a copy of survey results, please feel free to contact Lois Lang at (209) 952-1143, fax at (209) 473-2472 or at loislant@attbi.com.

La proposición 10, First 5 San Joaquin (Traducido: Los Primeros 5 San Joaquin), ofrece varios programas y servicios para niños entre las edades de 0-5 para ayudarles a que estén saludables y alistarlos para que tengan éxito en la escuela. Al responder a las preguntas, porfavor piense en usted y en sus hijos – los servicios no tienen que ser los que son específicamente proveidos por First 5 San Joaquin.

1. De los siguientes servicios, márque los programas en los cuales usted y sus hijos han participado y tambien márque si le fue útil el programa.

**Ejemplo:**

✓ si usado	Servicio	No Útil 1	Medio Útil 2	Útil 3	Muy Útil 4	Completamente Útil 5
✓	Programa para dejar de fumar			✓		
	Cuidado de niños					
	Educación Pre-escolar					
	Clases de 'Como leerles a los niños'					
	Clases de como ser buenos padres					
	Prevención de la violencia doméstica					
	Conocimiento del abuso sexual de los niños					
	Prevención del abuso de droga					
	Programas para dejar de fumar					
	Visitas de casa					
	Clases sobre el asiento de seguridad de carro para niños					
	Clases de seguridad en el agua					
	Exámenes físicos para niños					
	Consejería de salud mental para niños					
	Examinar para ver si su hijo está emocionalmente, socialmente, intelectualmente y físicamente donde					

	deben estar a su edad					
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	Examinar a su hijo para ver si tiene necesidades especiales					
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2. ¿Cuales servicios necesitaria usted para mantener a sus hijos saludables y listos para tener éxito en la escuela? Escriba todos los que quiera, incluyendo los que están en la lista # 1.

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3. ¿Si usted planeara el centro de comunidad perfecto, como seria? ¿Que servicios proveeria?

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4. ¿Se le ha sido difícil conseguir los servicios que usted y su hijo necesitaban por causa de algunas de las siguientes razones? *Marque todas las razones que les aplican.*

❖ No saber de los servicios	❖ Da pena pedir servicios
❖ No están disponibles los servicios	❖ Miedo a los problemas de inmigración
❖ No hablan mi idioma	❖ Falta de buena transportación
❖ No hay fondos para los servicios	❖ Muy baja calidad de servicios
❖ Los servicios solamente están disponibles mientras yo trabajo	

5. ¿Quien en la comunidad es de confianza para que usted le pida información? *Marque **uno** solamente.*

- |                                                |                                                                   |
|------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Vecino                   | <input type="radio"/> Miembro de familia                          |
| <input type="radio"/> Pastor o líder religioso | <input type="radio"/> Trabajadores del centro de cuidado de niños |
| <input type="radio"/> Maestro/maestra          | <input type="radio"/> Trabajadores del centro de familia          |

*opcional:* ¿ Si hay alguna persona especifica, cual es su nombre?

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6. ¿Cual es la mejor manera para que usted reciba información sobre los servicios para sus hijos más chicos. *Marque **dos** solamente.*

- |                                                                             |                                                     |
|-----------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Boletines de la escuela                            | <input type="checkbox"/> Anuncios por la televisión |
| <input type="checkbox"/> Anuncio en bolsa de tienda                         | <input type="checkbox"/> Anuncio por la radio       |
| <input type="checkbox"/> Trabajadores del centro de cuidado de niños        | <input type="checkbox"/> Miembros de familia        |
| <input type="checkbox"/> Anuncio en camión                                  | <input type="checkbox"/> Periodico                  |
| <input type="checkbox"/> De los vecinos                                     | <input type="checkbox"/> Junta para padres          |
| <input type="checkbox"/> Juntas del centro de comunidad                     |                                                     |
| <input type="checkbox"/> Trabajadores de iglesia o otra organización de fe. |                                                     |

7. ¿Cual es su etnicidad?: ☐ Latino/Hispano ☐ Blanco ☐ Afro Americano  
☐ Asiatico ☐ Ruso ☐ Americano Nativo ☐ Otro, \_\_\_\_\_

8. ¿En que parte del condado vive o está cerca de: *(marque uno solamente)*

- |                                        |                                      |                                 |                               |                                  |
|----------------------------------------|--------------------------------------|---------------------------------|-------------------------------|----------------------------------|
| <input type="checkbox"/> Delta Islands | <input type="checkbox"/> French Camp | <input type="checkbox"/> Linden | <input type="checkbox"/> Lodi | <input type="checkbox"/> Manteca |
| <input type="checkbox"/> Stockton      | <input type="checkbox"/> Tracy       |                                 |                               |                                  |

*¡¡Gracias!!*

Si tiene alguna pregunta, comentario o si quiere una copia de los resultados de esta encuesta porfavor llamele a Lois Lang al (209) 952-1143, fax al (209) 473-2472 o por correo electrónico a [loislang@attbi.com](mailto:loislang@attbi.com).